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THE UNIVERSITY OF ALBERTA

# CULTURE SHOCK AND COACHING EFFECTIVENESS IN CANADIAN SPORT: AN EXPLORATORY ACCOUNT OF THE CROSS-CULTURAL WORK EXPERIENCE

BY

JEAN CRAVEN

A THESIS
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AN EXPLORATORY ACCOUNT OF THE CROSS-CULTURAL WORK EXPERIENCE

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in partial fulfilment of the requirements for the degree of

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DEDICATED TO THE MEMORY OF

GLADYS FLORENCE CRAVEN

1904 - 1973

## ABSTRACT

A nationwide survey was conducted among foreign coaches in twenty-three Canadian sports. Thirty-four coaches from twenty-one countries responded, together with 106 of their Canadian 'contacts' - athletes, coaches, officials, administrators and general public.

Open-ended opinion responses and ratings of categorical data provided 20,000 pieces of information about adaptation, coaching situations, culture shock, host culture receptivity, problems and solutions, overseas effectiveness, characteristics of the individual successful abroad, needs expressed and recommendations to make cross-cultural coaching more effective.

Content analysis of the opinion data showed these findings. 1. Most coaches were spouse-accompanied, university educated, 30-49 year-old males. All had childhood travel experience. 2. Most coached because of previous sport experiences; were happy coaching in Canada; and would repeat the cross-cultural experience despite colloquial language/sport jargon problems and lack of preparation. 3. Almost all requested the provision by the Canadian Sport Association/employer of advance information on all aspects of the Canadian sport environment and way of life; fully accurate, detailed job descriptions; and several weeks of active post-arrival support. 4. Technical expertise in training athletes was fully utilised; expertise in training coaches/officials and in administration, possessed by 60%, was not. Host nationals wanted the foreign coaches to train Canadian coaches.

5. Almost everyone felt the cross-cultural movements of coaches were beneficial and that these should continue.

Computer analyses of the categorical data, including factor analysis and stepwise multiple regression, revealed these results. Essential to coaching success and effectiveness overseas are:

1. Interpersonal Skills
2. Professional Competency (technical skills, teaching ability)
3. Intercultural Interaction and Adjustment
4. Personal Qualities (frankness, self-confidence, self-control under stress)

Chapter III provides a sociological and anthropological setting for the survey by briefly examining factors that lead to effectiveness at home and to assimilation abroad, thus placing cross-cultural effectiveness and culture shock in perspective.

Chapter IV examines the causes, nature, impacts and results of culture shock. It highlights the similarity in the timing and duration of culture shock and many coaching assignments.

Chapter VIII considers the implications of the survey for sport and makes recommendations to sport associations of ways to enhance cross-cultural coaching effectiveness.

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Jean Craven
February 1988

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# CHAPTER I

## STATEMENT OF THE PROBLEM

### INTRODUCTION

> Sport today is truly global in its scope, and outstanding sporting events are followed with interest by people of many countries. International competition today is commonplace, and athletes (and coaches)* and spectators move quickly and easily across many international borders, both close at home and thousands of miles away.... (Bennett, Howell and Simri, 1975:253)

> If we seek to understand a people, we have to try to put ourselves, as far as we can, in their particular historical and cultural background... If we wish to convince other people we have to understand them and use their language...the language of the mind...(and have a) kind of emotional awareness of the other people.... (Jawaharlal Nehru, 1950:58-59)[1]

The shrinking globe of the late twentieth century is characterised by change and interdependence; events in one part have effects far beyond the local national and/or cultural boundaries. This is just as true for sport as for any other global phenomenon and it is not surprising, therefore, as peoples of the world mix more and more, that cross-cultural situations are occurring in sport with increasing frequency, producing a range of often beneficial results. In addition to the various international contacts made through formal competitions, cross-cultural situations are also taking place under many other circumstances. They obviously arise when a national team imports a foreign master coach to work with its athletes, for example, South African Marina van der Merwe coaches the Canadian Women's Field Hockey team. Similarly, they arise when elite or professional athletes like Finland's Jari Kurri go abroad to play with clubs like the Edmonton Oilers to obtain skilled coaching or playing experience not available in their homelands. Such movements of specialists have taken place throughout history with athletes and countries seeking to tap expertise available in foreign lands.

---

* Coaches may be male or female. Cross-cultural movements may be made equally by men and women. The coaching may be given just as much to male or female athletes. For ease of expression and for the quality of the written English, all references to, and use of, a single gender and the term 'coach' are to be considered inclusive of men and women equally.

[1] Nehru, Jawaharlal. *Visit to America*. New York: John Day Co., 1950.

Among the causes of this type of cross-cultural movement can be listed the important 'halo effect', especially when this takes the form of a cultural or national reputation for excellence in a particular field. In current times, one looks, for example, to China for table tennis coaches like Guoxi Su; to Norway for instructors in downhill skiing such as Andreas Saehlie; and to the countries of Eastern Europe, to Yugoslavia and Czechoslovakia, for teachers of gymnastics, for example, Boris Bajin and Zlatica Stauder. Such 'national reputations' have been attached, in the eighteenth century, to the Swiss as developers of physical education in schools, abilities tapped by the Germans; in the late nineteenth century, to the Germans themselves as well as to the Japanese for high levels of expertise in military drills, knowledge drawn upon by the Chinese; and in the early part of the twentieth century, to the French for college-level physical education lecturers and to the Americans of the YMCA for calisthenics, the skills of both having been utilised by the Brazilians. Such reputations for excellence are often fully warranted. Sometimes, however, the 'halo' may dazzle the searcher for not everyone is an expert, or even good, in a particular field simply because of their nationality or cultural background.

Today, in the late twentieth century, cross-cultural movements in sport have ceased to be the exclusive preserve of the elite athlete and master coach. Mass movements of ordinary people, refugees and immigrants, holiday-makers and residents, have resulted in sport participants and instructors of all ability levels finding themselves performing in foreign countries. Grassroot participants in local community programmes, as well as part-time and volunteer instructors for municipal recreation boards, now display a variety of cultural backgrounds. Marked contrasts are often created instantly in locales completely unprepared for these experiences.

Bennett, Howell and Simri (1975) stated that it is apparent that sport is one of the factors which brings people together in a meaningful way and that the friendships established as men and women play and compete side by side engender mutual respect, trust and sincerity. They expressed the hope that, ideally, this building of friendship in the field of sports will help people of different races and religions (and cultures) to learn to respect each other, to integrate, and to live with sincere and equal acceptance of each other. They considered the current movement towards universal participation by all peoples, regardless of sex, race, religion, national origin or socio-economic status as most encouraging for international development.

Conversely, sport does have the potential to arouse antagonism, create enmities and be divisive. The very presence of referees, umpires and judges at sporting events bears witness to this. Lord Killanin (1976) indicated that Baron Coubertin, founder of the modern Olympics, realised sport's potential for good or evil, acknowledging:

> Athleticism can occasion the most noble passions or the most vile; it can develop impartiality and the feeling of honour as can love of winning; it can be chivalrous or corrupt, vile, bestial; one can use it to consolidate peace or to prepare for war. (Killanin and Rodda, 1976:136)[1]

There are many instances on record of discord produced in and through sport (as distinct from sporting events being used as platforms for protests of external origin e.g. political protests, boycotts and acts of terrorism). Loy et al (1978:111) stated that institutionalised conflict is central in sport and that many players/teams are motivated by the focusing of their attention on the 'enemy' i.e. the opposition. In 1979, Zeigler[2] suggested that Baron Coubertin's 1912 'Ode to Sport', if applied to modern sport, would more appropriately have the theme 'O Sport, you are Ugliness!' and would relate this in other verses to Cruelty, Hypocrisy and Profiteering. Other topics that come to mind include Terrorism, War, Drugs and Dishonesty.

George Orwell (1950) indicated his amazement that people consider sport creates goodwill between nations. He referred to the 1936 Berlin Olympics as a concrete example in support of his belief that international sporting contests lead to orgies of hatred. He considered that sport, at the international level, is frankly mimic warfare. Once the matter of national prestige or virtue is involved, strong feelings of rivalry are aroused and the notion of playing the game according to the rules always vanishes. He stated that "serious sport has nothing to

---

1. Killanin, Lord and John Rodda, eds. *The Olympic Games.* London: Barrie and Jenkins, 1976.
2. Zeigler, Earle F. *History of Physical Education and Sport.* Englewood Cliffs, NJ: Prentice-Hall, 1979: 156-7.

do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence: in other words it is war minus the shooting."

In 1945, the Moscow Dynamos, a Russian soccer team, toured Britain and played several matches against leading clubs there. Two of the four matches involved fights and led to much ill-feeling and Orwell maintained that, again, such occurrences were only to be expected as sport is an "unfailing cause of ill-will". Some forty years later, in October 1985, at the European Cup match between English and Italian soccer teams being played at a 'neutral' venue in Belgium, spectator violence between groups of rival supporters resulted in the deaths of almost forty people and the banning of English club teams from European soccer competitions, a ban still in force. English tourists to Italy are still the subjects of abuse as a result of the ill-feeling generated between the two nations. A friend's ten-year-old boy, whose father is Italian, was so badly beaten at school in England by three fourteen-year-olds that he had to spend a week in hospital, simply because of his 'Italian connection'.

Killanin, as seventh president of the International Olympic Committee (IOC), said in his address at the opening of the 1974 session in Vienna:

> We all have our own beliefs; we all have our friends and enemies; but the aim of the Olympic Movement is to subjugate these in the fellowship which is enshrined in the intertwining Olympic rings representing the five continents of the world, welded together in sport, peace and friendship. If this is not accomplished then the Olympic Movement and all sport, whether amateur or professional, is doomed. Instead of progressing towards the common ideals, we shall retreat into barbarism. (Killanin and Rodda, 1976:22)

The polarities thus stated by Killanin had been well illustrated at the

1936 Olympics in Berlin. Jesse Owens, an American Negro, won the long jump with his last jump, beating his Aryan 'superior', a German called Luz Long. Hitler, having publicly congratulated previous German gold medal winners in his box, pointedly did not congratulate the Negro, Jesse Owens. However, the German and the Negro did a lap of honour together, showing that despite barriers of language, customs, colour, background and politics, athletes could achieve rapport through the *lingua franca* of sport.

In spite of such incidents, which really only affect a very small proportion of the huge number of athletes involved world-wide, there is no doubt that, for the vast majority of its participants, sport is viewed as a vehicle through which friendship, understanding and goodwill can and should be transmitted internationally, thus helping to lessen global tensions. McIntosh[1] has indicated that the universality of sport is already showing itself capable of bridging the gaps between religious groups, racial groups and many other divisions of society. The coach who moves cross-culturally may well have a central position in such (potential) developments and when the pressures of this function are added, often unwittingly, to those of teaching in a foreign environment, such coaches have responsible and challenging roles to fulfil. The more that is known about foreign coaches in Canada, their backgrounds, their attitudes and their responses to culture shock, the easier it will be for sport associations to assist coaches (and athletes) to be prepared adequately for the cross-cultural experience.

Such preparation and training will raise the levels of pleasure, effectiveness and success; benefits will be maximised for the athletes and for sport in general; and improvements in international relations and global harmony hopefully will be brought about. Cozens and Stumpf[1] wrote:

---

[1] McIntosh, P.C. *Sport in Society*. London: Watts & Co. Ltd.; 1963:96.

> Sport, like every other invention of man, can be used for good or evil purposes...in a world that has no common or political philosophy to share, perhaps the field of sport and the universality of the ideal of sportsmanship may provide a meeting ground where co-operation and understanding, a respect for the rules, and a sense of fair play will prevail. (Cozens and Stumpf, 1953:21-2)

## THE PURPOSE OF THE STUDY

Paul Doucet, Director General of the Communications Branch of the Canadian International Development Agency (CIDA), writing about foreign technical assistance in his foreword to Hawes and Kealeys' 1979 work, said that he had reason to believe that its results applied to other (non-Canadian) technical assistance. He also indicated that there was practically no published work in the field. The general purpose of the present exploratory and objective research is to fill a little of the gap currently existing in the literature by looking at one particular and highly specialized form of technical aid, given by foreigners to Canadians, namely coaching. More specifically, this study seeks the answers to the following questions:

1. What is culture shock and its causes?
2. What impact does the cross-cultural experience have on the effectiveness of foreign coaches in Canada?

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[1] Cozens, Frederick W. and Florence S. Stumpf. *Sports in American Life.* Chicago: University of Chicago Press, 1953.

3. What qualities, knowledge, skills and characteristics, when possessed by a foreign coach, best reduce the barriers to, and augment the success level of, a person's cross-cultural effectiveness?

## NEED FOR THE STUDY

In 1975, Bennett, Howell and Simri wrote:

> ...As today's citizen is exposed to the sports and athletes (and coaches) of other countries, many questions arise...the time has come for many cross-cultural studies of...sports, training of athletes, (and the) preparation of coaches and teachers....This book represents a pioneer effort in this direction. Much more research and knowledge are needed.... (1975:258).

In a personal communication (January 6, 1987), Dr. Daniel J. Kealey, Director of the CIDA Briefing Centre and co-author of the CIDA 1979 study, wrote that he "sees the issue of the cross-cultural coach as very related to (his) concern of recruiting and training effective Aid personnel." When one considers how much cross-cultural instruction is taking place in sport today, it is surprising to discover that there seems to be a shortage of readily available material, published or unpublished, directly or indirectly concerned with the cross-cultural experience, culture shock and work effectiveness in sport and recreation.

## SIGNIFICANCE OF THE STUDY

The findings of this investigative study will be of practical value to those who are concerned with coaching at national and provincial levels, such as the officers of sport councils and sport governing bodies. The findings will also be of use to a host of other bodies concerned with the promotion of sport and recreation activities, for example, recreation boards, centres and clubs. There is obviously a high degree of application to foreign coaches coming here, whatever the length of their expected stay, but it is intended that the broad findings will be equally applicable to Canadians being sent abroad on coaching assignments. Awareness especially of the facets of culture shock and its impacts on effectiveness, leading to the development of preparation and training methods, and the utilisation of these with coaches (and athletes) travelling cross-culturally will enable the international sporting community to enhance the whole experience, to everyone's benefit.

This study also has research significance as it focuses on a topic that is becoming increasingly important in the sphere of sport and recreation, especially as 1989 is to be the 'Year of the Coach'. It draws attention to a gap in the sporting literature and seeks to inspire others to undertake work in this field.

## FORMAT OF THE STUDY

Chapter II outlines the methodology and procedures that will be followed, along with other considerations. Then, in Chapter III, this research is placed in its perspective between the sociological studies of effectiveness and the anthropological studies of assimilation. A review of culture shock and overseas work effectiveness is presented in Chapter IV, drawing upon related literature. The survey methods and procedures for foreign coaches are described in Chapter V and the data obtained are processed and analysed. A similar process is followed for the survey of Canadian contacts and the data they provided in Chapter VI. Chapter VII is concerned with the relationships revealed from the analysis of the data. Chapter VIII deals with the implications of the results obtained. Conclusions are drawn and recommendations made by the author.

# CHAPTER II

## CONSIDERATIONS AND METHODOLOGY

### INTRODUCTION

This study is intended to focus on the foreign coach, culture shock within the cross-cultural experience and the impact of the latter on the former's effectiveness in the host nation. It is not intended to be drawn too far into considerations of the coach's effectiveness prior to the cross-cultural experience. Neither is it intended to examine those types of assimilation that take place after the ~~period~~ of culture shock is over. In order to achieve the desired focus, the following delimitations have been put in place.

### DELIMITATIONS

1. The level of effectiveness that the foreign coach brings to Canada and its causes are not subjects for this study. The capability of the coach, to a greater or lesser degree, to cause a desired athletic result has already been established prior to the cross-cultural experience.

2. The culture that the foreign coach brings to Canada and its origins are only subjects for this study, in so far as differences between the foreign coach's cultural background and Canadian culture contribute to culture shock.

3. The acculturation processes and eventual assimilation into the core or host society that tend to occur after the foreigner (coach) has been in the overseas environment for a period of approximately six months are not subjects for this study. Only the first stage of

emergence from culture shock, that known as structural assimilation, (Table 2) will be examined where applicable.

4. As the prime focus of this study is on the impact exerted by initial cross-cultural experiences and especially by culture shock on the teaching effectiveness of coaches of foreign origin and/or training, research will be concentrated on the first six months of cumulative cross-cultural experiences of the foreign coaches.

5. Implicit in this research is the identification of barriers and aids to success. Consequently, this study will include the presentation of ways to eliminate or minimise the former and enhance the latter.

6. Forty-four foreign coaches formed the population surveyed. Associated with these were a possible 312 Canadian contacts.

## LIMITATIONS

In addition to the delimitations mentioned above, certain limitations also apply. These include:

1. The inability of this researcher to identify larger numbers of foreign coaches currently working in Canada at any level, grassroots to elite.

2. The willingness of those identified to respond to the questionnaires they received.

3. The completeness of the data collection in relation to the degree of success obtained from the mail-back method.

4. The accuracy of the data based on the accuracy of the responses to the questionnaires.

5. The possibility of language misunderstandings between the researcher and members of the respondent groups.

6. The impossibility of collecting the data personally, leading to the omission of some insights.

7. The shortage of scientific research into cross-cultural coaching for reference and guidance.

8. The difficulty of accessing unpublished works.

## DEFINITION OF TERMS

Certain terms, each having a wide range of meanings, will be used frequently and, for the purposes of this study, the following interpretations will apply.

### a) Coach

A coach is a person who uses any or all of their interest, ability, skills, knowledge and training in athletics in some way so that others achieve enjoyment, exercise, physical development, performance improvement and/or the realisation of their full athletic potential, according to these persons' desires and capabilities.

### b) Effectiveness (in relation to coaching)

Effectiveness is the degree to which the ability possessed by the coach brings about greater level(s) of enjoyment, exercise, physical development, performance improvement, realisation of potential, morale, behaviour, success and satisfaction appropriate to the athletes being handled.

### c) Culture

Culture refers to the total way of life of particular groups of people. It is taken to include their social and religious structures, their intellectual and artistic manifestations and all their historically created designs that are used to create an environment of experience and serve as guides for their behaviour. It is reflected in the values of the group's society, it characterises their society and it is learned and passed down from one generation to the next.

### d) Culture Shock[1]

Culture shock is primarily a set of reactions to (i) the loss of perceptual reinforcements (or cues) from one's own familiar culture, (ii) the substitution of new cultural stimuli (or cues) which are unfamiliar, unpredictable, ambiguous or of little or no meaning and (iii) the misunderstanding of these new and diverse experiences. Often produced are feelings of helplessness and irritability, as well as fears of being cheated, contaminated, injured or disregarded. Culture shock is overcome by the processes of adaptation and adjustment over a period of time lasting several months.

### e) Acculturation

Acculturation is the second of seven assimilation variables and it refers to a change in cultural patterns possessed by the foreign coach to those of the core society i.e. the host community.

### f) Assimilation

Assimilation is a process of inter-penetration and fusion in which persons and groups acquire the memories, sentiments and attitudes of other persons or groups and, by sharing their experiences and history, are incorporated with them in a common cultural life.[1]

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[1] Largely, but not entirely, the definition given by Adler, Peter S. "The Transitional Experience: An Alternative View of Culture Shock." *Journal of Humanistic Psychology*, 15,4 (1975):13.

## OUTLINE OF METHODS AND PROCEDURES

The steps outlined here are described in detail in Chapters V-VII, together with the relevant statistical information.

## THE SAMPLE

The major difficulty, that of selecting an appropriate and large enough sample of foreign coaches to make the research of value, was partially solved with the help of the Coaching Association of Canada (CAC). The CAC identified sixteen sports in which the national coaches were of foreign origin and/or training. To these were added thirteen other sports, mainly ball-type* sports. These are of particular interest to the researcher who has played and coached several ball sports in three countries. Of these, twenty-three sports formed part of the final analysis, there being no foreign coaches identified or responding in the other six sports contacted.

The national governing bodies of the twenty-nine original sports were then contacted and, using a version of Gordon's "snowball technique"[2] which the researcher has termed "parallel recruiting", the search for potential respondents was extended to the provincial governing bodies for these sports in Alberta, to the Alberta Sport

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[1] Park, Robert E. and Ernest W. Burgess. *Introduction to the Science of Sociology*. Chicago: University of Chicago Press, 1921:735.

*'Ball-type' allows inclusion of badminton and ice hockey.

[2] Koley, M. "Power Structures and Major Sporting Events." Unpublished M.A. thesis, University of Alberta, 1984.

Council, to Alberta Recreation and Parks (inter-provincial sport services), to local municipal recreation boards and to similar bodies in other provinces. Whenever the names of individuals were obtained, those people were contacted directly, both to ascertain whether they were willing to participate and, also, whether they could supply further names of foreign origin and/or foreign trained coaches working in the sport in Canada. From the 104 people contacted, some of whom turned out not to be foreign nor a coach, a total of forty-four foreign coaches willing to respond was obtained. These coaches were/are located at various points scattered throughout the country, fifteen working in dominantly individual sports, nine in purely team sports and twenty in sports that are both. Geographical origins are shown on the world map, Appendix I. The distribution of the respondents across Canada is given on the national map, Appendix II. It can be seen that the range of sports, geographic areas of origin and the nationwide spread of work locations produced a representative cross-section for study.

Finally, using another version of the snowball technique, which the researcher has termed "solo recruiting", each willing coach respondent was asked to find eight Canadian contacts, who were willing to complete shorter questionnaires on the coach's behalf, namely, one co-coach and three athletes, all involved in the coaching situation, and one official, one administrator and two members of the general public, such as friends or neighbours, all NOT involved in the coaching situation. If no Canadian co-coach worked with the foreign coach, a fourth athlete was given a questionnaire. As prior arrangements had been made, little difficulty was encountered in contacting a maximum sample of 312 host national respondents, that is, eight per foreign coach. Five foreign coaches were only willing to complete their own questionnaire.

## THE INSTRUMENTS

Cross-cultural studies present the researcher with several special challenges. Two of these are indicated in the limitations section, namely, the difficulty of obtaining large sample numbers and the problem of language misunderstandings. Even without the establishment of narrow time limits, such as a requirement for the foreign coach to have been in Canada between one and three years, it was difficult to obtain more than fifty possible participants nationwide. In addition to possible problems linguistically with some of the foreign coaches, there were minor difficulties in this respect with some of the Canadian respondents from Quebec.

To compound these challenges is that presented by the researcher's own ethnocentrism. This can not be eliminated entirely in any cross-cultural research. The very act of undertaking such research means the author has automatically injected personal values into the questionnaire transaction with the respondents. Ethnocentrism is also evident, unavoidably, in the stylised methods, implicit research paradigms and style of communication seen in the research design, data collection and analysis and presentation of results required by the institution (University of Alberta).

In order to minimise the amount of ethnocentricity in the instruments used for data collection, these should be developed using inter-disciplinary and cross-cultural bases. The questionnaires employed in this study draw on psychology, sociology, anthropology, geography, international business and marketing, government and politics, physical education and recreation sources. They also draw on questionnaires constructed by French, American, Canadian and English personnel. Some of these, like the author, are bi-cultural (or even multi-cultural), having been brought up/lived/worked in more than one cultural environment.

Hofstede (1980) wrote that problems with language may start even before any (questionnaire) usage, interpretation or translation occurs as the researcher and the respondent may hold different normative expectations about the use of language. In some cultures, for example many Asian ones, it is more important to be polite than it is to be objectively accurate, thus some respondents will never say 'no'. Furthermore, besides differences in normative expectations linguistically, language itself is not a neutral vehicle. People's thinking and answering are affected by the categories and words available in their languages. These considerations must be borne in mind when examining foreign coach and Canadian responses to the questionnaires.

The whole matter of instrument construction is further complicated when the foci of the research are constructs, namely, culture shock and effectiveness. It is necessary to find observable phenomena from which the constructs can be answered and, according to Hofstede (1980), these have to be forms of behaviour or outcomes of behaviour. The behaviour can be provoked or natural, verbal or non-verbal (deeds), and it can be observed quantitatively or by descriptive (non-quantitative) methods. Hofstede (1980) gave four strategies for operationalising constructs related to human mental programmes, thus:

1. Interviews/questionnaires/projective tests = words/provoked
2. Content analysis of speeches/discussions/ documents = words/natural
3. Laboratory experiments/field experiments = deeds/provoked
4. Direct observation/use of available descriptive statistics = deeds/natural

He went on to say that, as nearly all our mental programmes are affected by our values, which are generated by our culture, nearly all our mental programmes are affected by our culture and this is reflected in our behaviour. If theoretical sense is ensured by taking into account the situation, i.e. cultural factors, good predictability can be obtained from words (respondent answers) to deeds (coach actions).

The entire survey was conducted by means of mail-back questionnaires. Five of these were constructed, falling into two groups:

Group 1 - for coaches of foreign origin and/or training
Group 2 - for Canadians - co-coaches and athletes
- officials
- administrators/employers
- general public

Four categories of enquiry were involved in the make-up of the instruments: self-ratings; Canadian ratings from those involved in the coaching situation; Canadian ratings from "other contacts" i.e. those NOT involved in the actual coaching situation; and open-ended questions. Copies of all the instruments are given in Appendices III to VII.

Four of the questionnaires, those for the foreign coaches, the Canadian co-coaches and athletes, the Canadian officials and the

Canadian administrators/employers are based on ones constructed and used in large scale research undertaken by the governmental bodies listed below:

| | DATE | RESEARCH BODY | AUTHOR | TITLE |
|---|---|---|---|---|
| 1. | 1974 | Organisation for Economic Co-operation and Development (OECD, Paris, France) | Denyse Harari | The Role of the Technical Assistance Expert |
| 2. | 1976 -78 | Joint Legislature of the State of Michigan University Studies Committee (Lansing, U.S.A.) | Co-Chairmen:<br>Senator G.G. Corbin and Representative M.L. Larsen | Joint Legislative Study on Youth Sport Programs Part III |
| 3. | 1979 | Canadian International Development Agency (CIDA, Hull, Canada) | Frank Hawes and Daniel J. Kealey | Canadians in Development: An Empirical Study of Adaptation and Effectiveness on Overseas Assignment. |

To make these instruments appropriate for use in this much more narrowly focused study, the following changes were made: (i) Some question wordings were changed to make them more applicable to the cross-cultural coaching situation. (ii) Some questions were added in order to elicit particular sport- and coaching-related information.

## VALIDITY

All the questionnaires were examined before use to ensure that the questions would obtain the desired information. Content validity was ensured by this examination and by the previous use of virtually identical questions in other extensive studies. Some of the twenty individuals involved in the pilot test had extensive coaching and/or cross-cultural knowledge; others were athletes, officials, administrators and members of the public. The group comprised four foreign coaches, four Canadian coaches/athletes, two Canadian officials, two Canadian administrators, and three members of the public, plus five members of the Faculty of Physical Education. Taken overall, the demographic composition of this group was virtually identical to the make up of the group of intended research respondents.

Validity also involves correspondence between the observed behaviour and the underlying construct(s). In this study, the provoked behaviour produced by the foreign coach's questionnaire is used to predict other verbal and non-verbal behaviour and the validity of these predictions is assumed without further proof. This is known as face validity and is obtained by the employment of Hofstede's Strategy 1 (page 19) in the form of a questionnaire. However, face validity by itself is not sufficient as a predictor. Hofstede (1980) recommended that more than one approach to the operationalisation of mental programmes be used simultaneously. These approaches should be as different as possible and a "triangulation" process should be followed. In other words, the bigger the differences between the methods, the more accurate are the measurements and the more significant are any findings upon which the methods converge.

This process was employed in the current study especially to examine the construct of effectiveness and, to a certain extent that of culture shock also. The foreign coaches responded through a "paper-and-pencil" instrument that provoked behaviour. The Canadian contacts, while responding via a questionnaire, drew upon direct observations and supplied descriptive statistics based on the coach's natural behaviour, a method described in Hofstede's Strategy 4 (page 19). All the responses on the questionnaires provide data from individuals within various cultures. Those from the foreign coaches will reflect numerous cultures, those of the Canadian contacts will reflect one or two cultures only, permitting distinctions to be drawn. In addition, as the majority of the Canadian contacts are isolated from each other, with the possible exception of a few athletes, there is the existence of inter-rater reliability as a possibility for assessing item reliability if so desired.

## PROCEDURES

Research on cross-cultural coaching assignments is extremely rare. Hawes and Kealey (1979) found that research on cross-cultural working assignments in any occupational sphere was very limited and that the only way to conduct an exploratory study that sought to identify ways to predict effectiveness for those going to work abroad was to investigate the factors that led to success in individuals. To achieve this requires a large measure of co-operation, time and effort on the part of the respondents. As a result, the coaches were fully appraised of the nature of the current research by letter (Appendix III). This letter also indicated to them that the effectiveness of individuals had to be examined in order to study "effectiveness in the cross-cultural situation" empirically. They were assured that their responses would remain completely confidential and that only general findings relating to ways of raising the level of cross-cultural effectiveness in coaching would be made available to sport associations and other interested bodies. Their willingness to participate was confirmed.

Packages of questionnaires, containing one for the foreign coach and eight for the Canadian contact personnel, were mailed out. Each had a 'return-by' date indicated and stamped, self-addressed envelopes were provided to all respondents. The packages were numbered and the questionnaires were colour coded to indicate the category of the respondent. One week after the 'return-by' date, follow-up requests were mailed to the foreign coaches which asked for the return of their own or their contact's questionnaire. In this way, it was hoped that a high percentage return would be achieved. It is only regretted that, because of the wide geographical distribution of the respondents, it was not possible to collect the data personally.

## DATA ANALYSIS

Hawes and Kealey (1979) wrote that when variables are complex and numerous, data must be collected from several sources before confidence can be placed in the results. This research attempts to do exactly this, using a parallel approach to that employed in the CIDA research. They also stated that the analysis of the data gathered must be based on computerised statistical techniques and, again, in this matching study, their methods of analysis have been emulated. The dependent and independent variables were analysed separately, then the relationships between them were analysed. The same sequence of analytical steps was followed each time for the categorical data concerning the dependent and independent variables. Firstly, the large quantity of information was regrouped into more manageable units (factors) by the mathematical technique of factor analysis. Secondly, each respondent was given a factor scale score and then, by means of the multiple regression technique, the degree of statistical relationship between a set of independent variables and each of the dependent variables was analysed.

The stepwise multiple regression analysis was repeated until no significant prediction was obtained.

For the non-categorical data, that obtained through open-ended questions, the responses were subjected to content analysis to identify those factors related to the adaptation and effectiveness of coaches when abroad. These findings are given separately preceding the full analysis of data described in Chapters V and VI. Relationships within the data are outlined and interpreted in Chapter VII and implications are drawn in Chapter VIII. It was ensured that those respondents who requested copies of these received them.

# CHAPTER III

# PERSPECTIVES

## INTRODUCTION

The present piece of research lies between the many sociological analyses of 'effectiveness' per se and the various anthropological studies of 'acculturation' and (cultural) 'assimilation' which cover a wide range of circumstances. It partially overlaps both of these fields of study to a limited extent. First, the foreign coach brings a level of already-established effectiveness to Canada; that is, an individual capability to cause, to a greater or lesser degree, a desired athletic result is in place prior to the cross-cultural experience. Second, if a coach remains in the foreign environment for several months, longer than a sport's season and closer to a year, culture shock starts to fade and is replaced by structural assimilation. This is accompanied by an acculturation process which, if continued, may lead to the eventual total assimilation of the coach into the core (host) society. To place the current work, with its focus on culture shock and the impact of this on effectiveness, in an accurate context, a very brief review is now given of research into these 'bounding' topics.

## EFFECTIVENESS IN COACHING

According to Naylor (1976), little research has been done to provide a scientific basis for understanding the area of coaching effectiveness. This means that there are few plausible composite pictures of the factors relating to successful coaching available and this lack is reflected in the literature. There are many interpretations given for the term 'effective' when used in relation to coaching. Some are purely subjective, others purely objective but perhaps the best, in view of the many variables that are involved in coaching, combine these two viewpoints. The short selection of definitions given here indicates the variety present among meanings currently in print.

1. Effectiveness revolves round the coach's ability to prepare the individual and the team to perform to the potential...and to encourage improvement, effort, cooperation and the personal development of athletes in the coach's care....(Zukiwsky, 1985:17,11)

2. Effectiveness occurs when a coach uses the correct coaching methods and places the athletes' behaviour in proper perspective during competition....(Coaching Association of Canada, 1975)

3. Effectiveness is measured in terms of the team's performance or percentage of games won in...competitions....(Naylor, 1976:6)

4. Effectiveness can be defined in terms of the group's output, its morale and the satisfactions of its members....(Stogdill, 1957)[1]

To discover why some coaches are more successful than others is very difficult, which is not surprising when one considers that some of the components of their jobs are related to specific tasks, people, skills, techniques, teaching and psychological matters; and there are others. The best one can do is to try to identify the key 'essential ingredients', the common characteristics, that lead to coaching success. 'Success' here is understood to be "the accomplishment of what is desired or aimed at", (Longman's English Larousse, 1968). Studies in the field have tended, until recently, to concentrate on two dominant lines of enquiry. Many researchers consider that coaching effectiveness is the result of certain personality characteristics and have channelled their enquiries into the study of traits. Others view the effective coach as a leader and focus on style(s) of leadership. More recently, a third group, interactionists, has become apparent. Some of these researchers consider the effective coach to be a product of task - and human - orientations, or of either of these with situational factors. Still others in this group see effectiveness in coaching as resulting from a three-way interaction between, and a blending of, "hereditary, environmental and situational factors," (Zukiwsky, 1985).

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[1] Stogdill, Ralph M. *Handbook of Leadership.* New York: Collier-Macmillan Canada Ltd., 1984.

### THE 'LEADERSHIP' APPROACH TO EFFECTIVENESS IN COACHING

Singer's 1977 work is cited by Zukiwsky (1985) as listing the leadership requirements in a coaching situation as being those needed to complete the following successfully:

(i) Produce athletic success
(ii) Bring about the desired team and individual performances
(iii) Make the correct athlete selections
(iv) Use the appropriate communication styles
(v) Organise suitable training (pre-season/season; pre-event/event).

Straub (1978) considered that leadership is one of the most neglected topics in sport psychology. He also stated that he is amazed at how differently coaches set about getting the job done. It is not surprising, therefore, to find that those researchers who have studied the topic have produced a variety of theories, findings and classifications of 'leadership'. Among these, some areas of commonality are evident.

## The Coach's Style of Leadership

A coach's leadership style is certainly one of the main factors leading to success. Zukiwsky (1985) quoted Neil and Kirby's identification of five leadership styles used by coaches:

(a) Authoritarian (task-orientated)
(b) Training (similar to (a) but using a dominantly scientific approach)
(c) Democratic (people-orientated)
(d) Laissez-faire (similar to (c) but with the group making most of the decisions)
(e) Benevolent or Supportive (coach maintains distance from athletes but is quite approachable in difficulties and successes).

Of these, styles (a) and (c) are widespread throughout the profession. They represent the dichotomy that exists between task-orientated and people-orientated coaches. Figure 1 shows this researcher's synthesis of some of the typical facets within this dichotomy. However, it must

| TASK-ORIENTATED LEADER/COACH | PEOPLE-ORIENTATED LEADER/COACH |
|---|---|
| - autocratic | - democratic |
| - authoritarian (is the best) | - permissive |
| - initiating | - considerate |
| - makes decisions | - shares decision-making |
| - takes responsibility | - shares responsibility |
| - directs members | - shares directing |
| - uses proverbial stick ('hard driver') | - uses proverbial carrot ('persuader') |
| - thinks/plans for group | - draws group out creatively |
| - controls | - obtains willing co-operation |
| - co-ordinates | - may co-ordinate |
| - evaluates | - leader-group evaluate |
| - needs to gain satisfaction from performing task | - needs to gain prominence through good inter-personal relationships |
| - best in favourable* and unfavourable* situations for the leader | - best in situations of intermediate favourability* for the leader |
| - scientific approach | - human relations approach |

* favourable is taken to mean the degree to which the leader can exert influence over others.

Figure 1. Characteristics commonly associated with the two major leadership styles.

always be remembered, however, that leaders do not split neatly into just two types.

## THE COACH'S PERSONALITY

After the traditionalists, who saw leadership as inherited, with a son or daughter taking over a parent's role, early theorists considered that leaders were born, not made. Emphasis was placed on the nature of the person (coach) as an individual, not on what they did. These researchers suggested that individual leadership behaviour resulted from one's own qualities, physical appearance, intellect and personality traits (Scholten, 1978). Traits are those constant, on-going and stable characteristics that produce the recognisable behaviour patterns that typically identify any one individual. Particularly important in the athletic context are traits such as aggressiveness, extroversion, integrity, stability, intelligence, perseverance and ability to withstand stress.

For any study to be undertaken, it is necessary to maintain that traits are discrete entities, that they can be separated from each other, that the levels to which they are possessed by individuals vary and that these differences in levels can be measured. Kane (1978) reviewed the research on personality and discussed the implications for sports studies. Two major problems are encountered when examining leadership from this perspective. One is that "personality traits emphasize only the personal dispositions in explaining behaviour and minimize the role of situational factors" (Kane, 1978). The other is that traits are never directly perceived (Rushall, 1975); only their products. It is incorrect to assume that all followers (athletes) and all situations (in sport) require the same traits in a leader (coach) but the idea still persists that 'leaders' do possess particular personality characteristics that make them effective and successful. Tutko wrote in 1971 that the ultimate limitation to coaching success is that of the coaches understanding their own personality. Having a 'well-rounded' personality would obviously be a definite asset but the understanding of one's own personality, whatever this may be, can certainly help in career choice and in performance. Zukiwsky (1985) used the Myers-Briggs Type Indicator 1976 with a sample of seventy-eight hockey coaches in the 1984-5 season and found that 'Extroverted Sensors' (ES) were the most successful. This indicator is shown in Table 1.

In the 1950s and early 1960s, leadership research often took the form of management studies, concentrating on the tasks carried out by leaders, for example, organising, staffing, co-ordinating and controlling. Successful leaders were thought to be made, rather than born, and leadership skills, particularly the effective use of authority and power, were considered to be teachable entities. In 1986 Smith outlined this vital facet of a coach's repertoire as illustrated in Figure 2. He maintained that an effective coach would always operate at the lower ends (*) of the scales shown in order to bring about the number one type of compliance on the part of the athlete(s). To this formal or instrumental approach, a human relations approach was added in the late 1950s. This latter has been the subject of on-going support. In 1974, Fiedler and Chemers stated that "group atmosphere...seems to be the most important in determining the leader's power and influence over the groups" and Scholten (1978) cites Rushall (1975:79) as indicating that "it would appear that the most significant factor for making a coach successful is the athletes in the group." Baker (1985) considered that, because the coach is a leader then, in order to be effective, successful inter-personal relationships must be established with the athletes and, obviously, both the personality of the coach and those of the athletes become significant variables. Lanning (1980) is quoted by Baker (1985) as stating that "compatibility between the coach and athlete has a direct effect on the amount of effective learning that occurs." This is especially true in team sports where there is a high level of interdependency involved between the coach and the athlete(s).

Table 1
Characteristics frequently associated with each "Type"
(Myers-Briggs 1976 Indicator)

| EXTROVERTED INTUITIVES (ET) | EXTROVERTED SENSORS (ES) |
|---|---|
| - hearty, frank, decisive<br>- leaders<br>- quick, ingenious, good at many things<br>- resourceful in solving new and challenging problems but neglect routine assignments<br>- usually well-informed and enjoy adding to their fund of knowledge<br>- apt to turn to one new interest after another<br>- alert and outspoken<br>- may be more positive and confident than their experience in an area warrants | - matter of fact, insensitive<br>- enjoy everything. Make things fun<br>- tend to like mechanical things<br>- conservative values<br>- like to organize and run activity<br>- outgoing, easygoing, friendly<br>- find remembering facts easier than mastering theories<br>- work best with encouragement and praise<br>- main interest is in things that directly and visibly affect people's lives |
| 'People and things' plus possibilities and relationships.<br>2nd most successful<br>17/78 coaches.60.2% sample | 'People and things' plus facts.<br>Most successful.<br>23/78 coaches.62.3% sample. |

Table 1 (continued)

| | |
|---|---|
| INTROVERTED INTUITIVES (IT)<br>- quiet, reserved, impersonal<br>- little liking for parties or small talk<br>- enjoy theoretical or scientific subjects<br>- usually have original minds and great drive for their own ideas and purposes<br>- skeptical, critical, and independent<br>- have power to organize a job and carry it through with or without help<br>- little concern for possessions or physical surroundings | INTROVERTED SENSORS (IS)<br>- serious, quiet, sensitive<br>- earn success by concentration and thoroughness<br>- practical, orderly, realistic and dependable<br>- usually do not care to lead but make loyal followers<br>- relaxed about getting things done because they enjoy the present moment<br>- observe and analyze life with detached curiosity<br>- interested in impersonal principles, cause and effect<br>- exert themselves no more than necessary |
| 'Ideas' plus possibilities and relationships. 4th most successful.<br>10/78 coaches. 52.1% sample | 'Ideas' plus facts.<br>3rd most successful.<br>18/78 coaches. 54.1% sample |

NB. 10/78 coaches or 51.8% sample who had "no preference" = 5th most successful.

## THE COACH AND THE SITUATION

Interdependency in coaching does not just involve the coach and athlete(s); it also involves environmental and situational factors. Tannenbaum and Schmidt (1958) produced a model of leadership behaviour in coaching. This is shown in Figure 3 and it illustrates the range of situational conditions possible between coach and players. These researchers maintained that effective leadership arose from the coaches' inter-relationships with their athletes and from their responses to, and in, various situations. One of the main exponents of the importance of 'situation' in relation to leader effectiveness is Fiedler. He sought

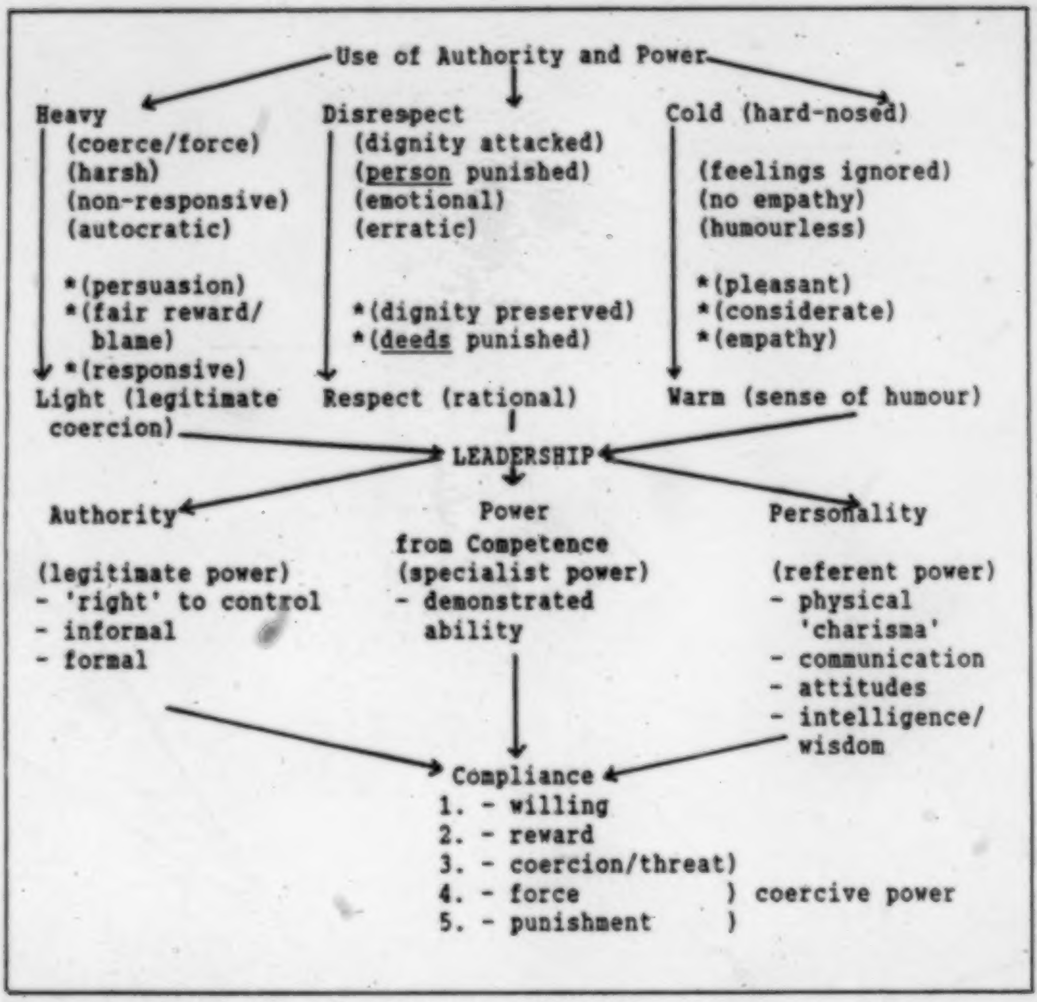
Use of Authority and Power
Heavy
(coerce/force)
(harsh)
(non-responsive)
(autocratic)
*(persuasion)
*(fair reward/ blame)
*(responsive)
Light (legitimate coercion)
Disrespect
(dignity attacked)
(person punished)
(emotional)
(erratic)
*(dignity preserved)
*(deeds punished)
Respect (rational)
Cold (hard-nosed)
(feelings ignored)
(no empathy)
(humourless)
*(pleasant)
*(considerate)
*(empathy)
Warm (sense of humour)
LEADERSHIP
Authority
(legitimate power)
- 'right' to control
- informal
- formal
Power
from Competence
(specialist power)
- demonstrated ability
Personality
(referent power)
- physical 'charisma'
- communication
- attitudes
- intelligence/ wisdom
Compliance
1. - willing
2. - reward
3. - coercion/threat)
4. - force )
5. - punishment )
coercive power

**Figure 2.** An effective coach's use of authority and power. (Adapted from Smith, 1986).

to answer the question "What kind of leadership is required for what kind of situation?" when he produced his leadership model in 1967, (Figure 4). In this, he classified leadership styles and leadership situations and then matched particular styles to particular situations. He emphasised that effectiveness was determined by the interaction of the leader's (coach's) personality with the situation. Luschen (1969) and Singer (1975) agreed with Fiedler in this respect. Naylor (1976)

PERMISSION — Fig. 3, Ch. 3.

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Dear Miss Craven:

Thank you for your letter of March 30 requesting permission to include in your M.A. Thesis on Culture Shock and Coaching Effectiveness Tannenbaum and Schmidt's exhibit on leadership behavior.

We are pleased to grant this permission. Please include the following acknowledgment at the foot of the exhibit:

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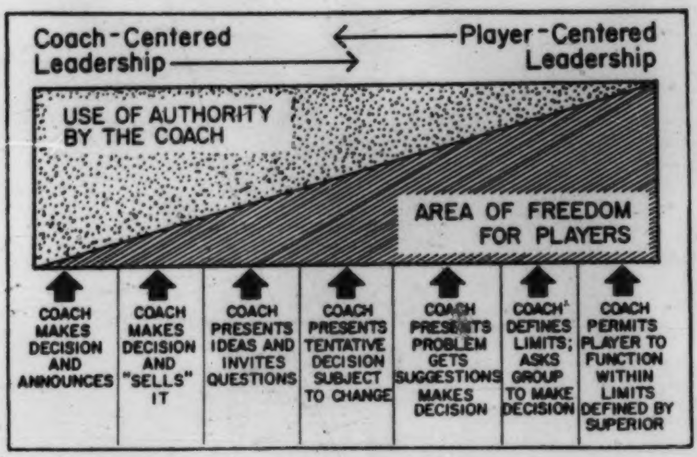
Coach-Centered Leadership
Player-Centered Leadership
USE OF AUTHORITY BY THE COACH
AREA OF FREEDOM FOR PLAYERS
COACH MAKES DECISION AND ANNOUNCES
COACH MAKES DECISION AND "SELLS" IT
COACH PRESENTS IDEAS AND INVITES QUESTIONS
COACH PRESENTS TENTATIVE DECISION SUBJECT TO CHANGE
COACH PRESENTS PROBLEM GETS SUGGESTIONS MAKES DECISION
COACH DEFINES LIMITS; ASKS GROUP TO MAKE DECISION
COACH PERMITS PLAYER TO FUNCTION WITHIN LIMITS DEFINED BY SUPERIOR

Figure 3. Tannenbaum and Schmidt's model of leadership behavior. Reprinted by permission of the *Harvard Business Review.* An exhibit from "How to Choose A Leadership Pattern" by Robert Tannenbaum and Warren H. Schmidt, May-June 1973. Copyright © 1973 by the President and Fellows of Harvard College; all rights reserved.

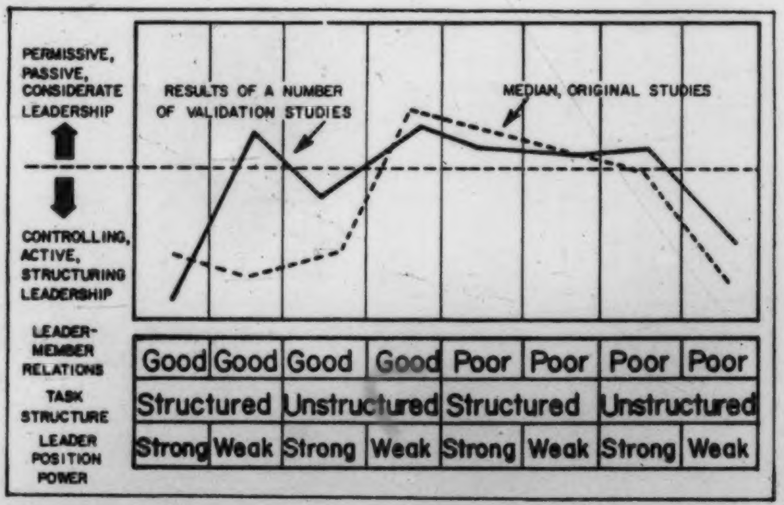

Figure 4. Fiedler's leadership model. From: *A Theory of Leadership Effectiveness* by Fiedler, F.E. Reproduced with permission.

cited Fiedler (when Fiedler was writing with Myers in a German article on the Theory and Problem of Leadership) as stating that a specific situation was as important in leadership as the traits and skills of the leader and as recommending that the favourability of the situation should be adjusted to the leader (coach), and not vice versa.

## THE COACH AND THE INTERACTIONIST APPROACH

Baker (1985) cited Kane (1978) when he stated that the interactionist approach has evolved from a welding together of the trait, human relations and situational theories to describe a coach's behaviour. Smith (1986) produced a Conceptual Model of "The Way Coaching Is", (adapted from L.W. Downey, 1965:88). The model clearly illustrates this approach and is shown in Figure 5. Smith's model is one of the newest to address the interactionist approach but several others have been proposed in recent years. In 1975, Williams and Wassenar produced the model given in Straub (1978). It is reproduced here, with adaptations, as Figure 6. It illustrates how the interactions between heredity, environmental and situational variables could lead to the maximum effectiveness of a leader. A combination of any two variables produces an inadequate, if not impossible, position. Only when all three factors blend is optimum success achieved. In 1978 Chelladurai's model showed how the combination of objective and subjective settings could produce leader (coach) behaviour that is the result of the leader's personality, the inter-personal relationships with the group (coach-athlete interactions) and the situation. His Multidimensional Model of Leadership is given in Figure 7.

This brief review does little more than touch upon the topic of 'effectiveness' and the reader is referred to the works in the bibliography (and their bibliographies) for further reading and greater depth of information. However, even this brief review must bring one

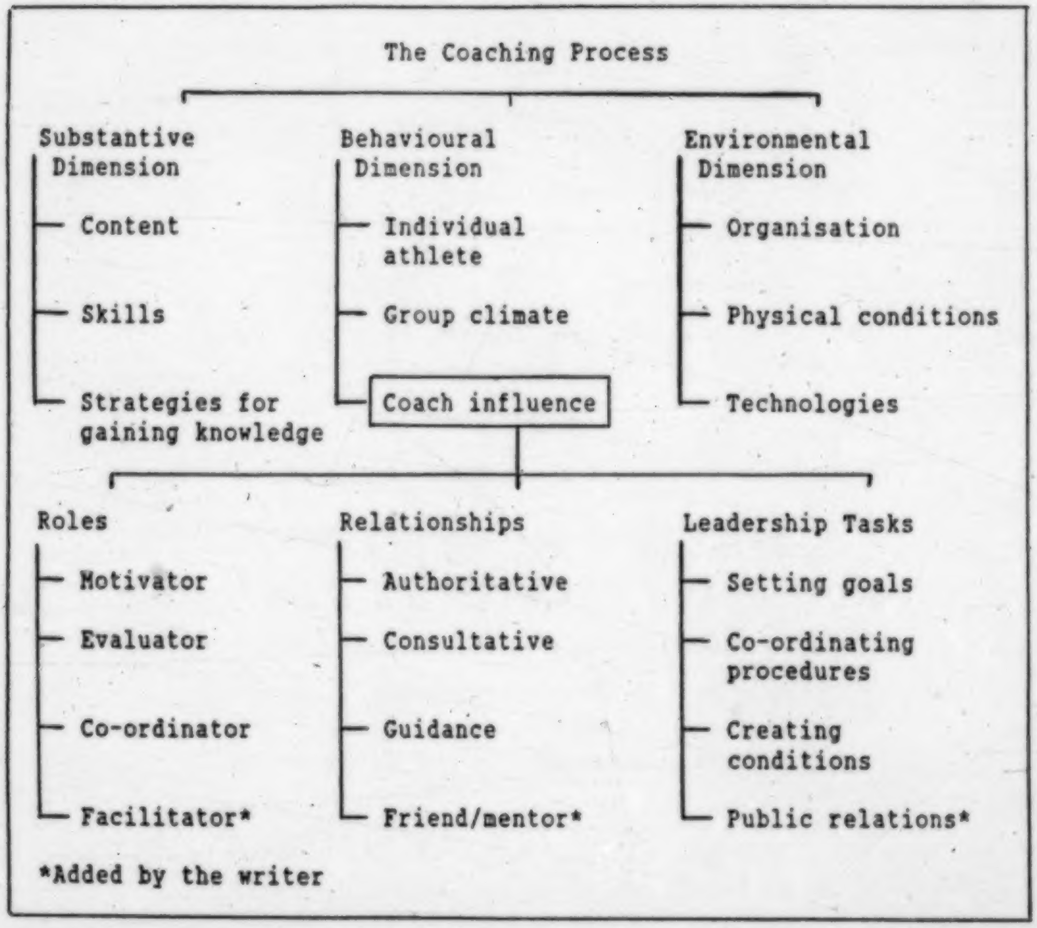
The Coaching Process
Substantive Dimension
Content
Skills
Strategies for gaining knowledge
Behavioural Dimension
Individual athlete
Group climate
Coach influence
Environmental Dimension
Organisation
Physical conditions
Technologies
Roles
Motivator
Evaluator
Co-ordinator
Facilitator*
Relationships
Authoritative
Consultative
Guidance
Friend/mentor*
Leadership Tasks
Setting goals
Co-ordinating procedures
Creating conditions
Public relations*
*Added by the writer

**Figure 5. The behavioural dimensions of coaching (Adapted from The coach in the coaching process. Smith, 1986).**

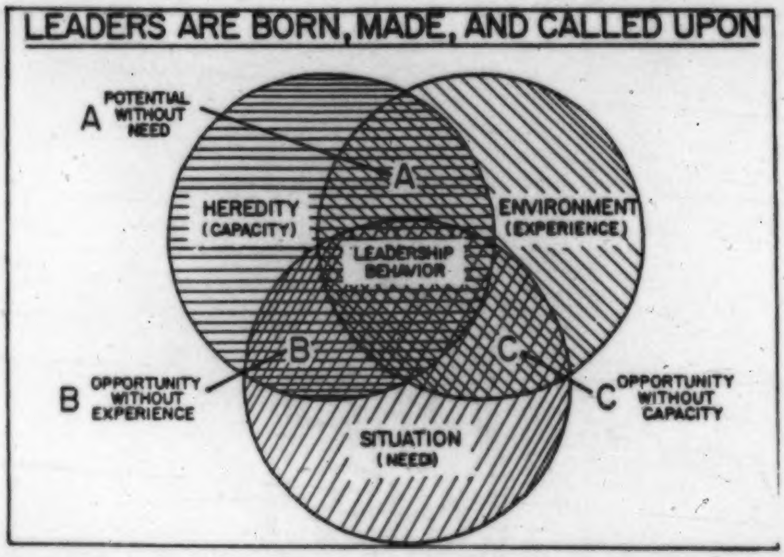
LEADERS ARE BORN, MADE, AND CALLED UPON
A POTENTIAL WITHOUT NEED
A
HEREDITY (CAPACITY)
ENVIRONMENT (EXPERIENCE)
LEADERSHIP BEHAVIOR
B
C
B OPPORTUNITY WITHOUT EXPERIENCE
C OPPORTUNITY WITHOUT CAPACITY
SITUATION (NEED)

Figure 6. The interaction of heredity, environmental and situational variables to produce maximum leadership effectiveness. From: Leadership by Williams, P.M. and Wassenaar, D.J. San Jose, California: Lansford Publishing Co., 1975. Reprinted with publisher's permission.

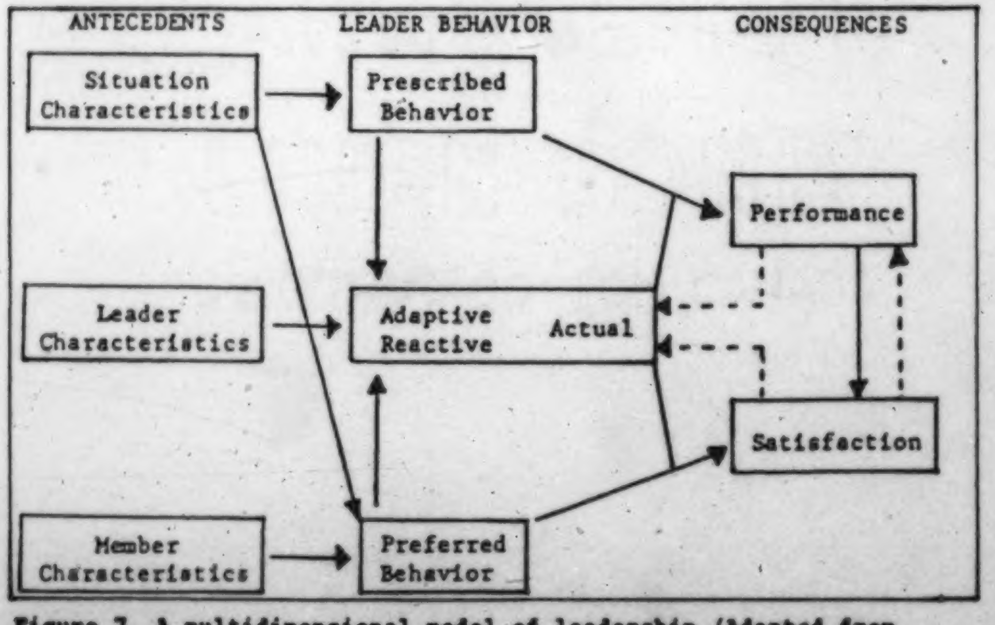
ANTECEDENTS
LEADER BEHAVIOR
CONSEQUENCES
Situation Characteristics
Prescribed Behavior
Performance
Leader Characteristics
Adaptive Reactive
Actual
Satisfaction
Member Characteristics
Preferred Behavior

Figure 7. A multidimensional model of leadership (Adapted from Chelladurai, 1978).

other consideration to the reader's attention. Coaching is a teaching situation and, in any list of 'determinants' of teaching/coaching success, communication appears in first or second place, (Figure 8).

| Singer (1972) cited by Usher (1977) | Zukiwsky (1985) | Craven (1988) |
|---|---|---|
| 1. Personal Qualities intelligence, leadership, etc. | 1. Communication* | 1. Ability to create a learning environment |
| 2. Human Relations communications understanding sensitivity, etc. | 2. Leadership | 2. Communication |
| 3. Personal Experience previous coaching athletic participation, etc. | 3. Motivation | 3. Sound knowledge of sport |
| 4. Formal Education | 4. Personality<br>*Involves credibility first which is achieved by<br>(a) sound knowledge of the game<br>(b) good attitude<br>(c) friendship and sincerity<br>(d) professional conduct at all times (Schula, 1984) | 4. Knowledge and use of psychological principles<br>5. 'Supportive' leadership style<br>6. Ability to plan and organise |

Figure 8. The importance of 'Communication' as found by various researchers.

## COMMUNICATION

Zukiwsky (1985) wrote that, in terms of overall effectiveness, no single determinant received more priority than communication. It is not possible here to ignore this particular determinant for, in a cross-cultural context, if no communication is occurring, all other determinants of (coaching) effectiveness are rendered virtually useless. In a small mini-survey conducted among foreign coaches from Australia, Brazil, England, Israel, New Zealand, Nigeria, the Peoples' Republic of China and Scotland (together with one Canadian), the importance of 'communication' was paramount in their responses. (The full findings are given in Appendix VIII). Communication must occur constantly and, whether it is in the form of teaching or listening, it must be a two-way process. This involves the giving of information by the coach, teaching by voice and/or demonstration and it encompasses feedback. It also includes the receiving of information, using an 'open-door' policy that promotes team harmony and permits input by the athletes. Good communications require the use of sound psychological principles, as has been advocated by many writers, Tutko (1971), Rushall (1975), Orlick (1980), Botterill (1980), Klavora (1984) and the Canadian Amateur Hockey Association in its 1975 Level III Manual.

## CONCLUSION

Fris (1981) wrote that effectiveness results from the 'best fit' of the leader's (coach's) style, the characteristics of the followers (athletes) and "external variables and contingencies." A growing consensus among researchers indicates that this 'best fit' is achieved especially well by relationship-orientated coaches as they have been found to be more effective than others. Zukiwsky (1985) supports this view and he cited others who do, naming Percival (1971), Danielson, Drake and Zebart (1973), Danielson (1974) and Scholten (1978). In fact, Danielson (1974) has gone further and stated that "in favourable and unfavourable situations, the more relationship-oriented the coach, the greater his effectiveness." Hendry (1969) described an "ideal" coach from his research among swimmers while Gravalle (1977) offered a tentative description of a 'master' coach, (Appendix IX). In both these descriptions, particularly the latter, inter-personal abilities are evident and both also infer flexibility on the part of the coach. Obviously such coaches are having their own needs met as well and are finding coaching to be a worthy occupation. In order to maintain and even increase the 'worth' of coaches and coaching, more research is needed to develop greater understanding of the attributes of effectiveness. This will enable coaches to become more skilled and capable and athletes to receive ever higher quality experiences.

## ACCULTURATION AND ASSIMILATION THROUGH SPORT

### INTRODUCTION

In contrast to the amount of literature available on 'effectiveness in coaching', there is a definite paucity of material dealing with acculturation and/or assimilation through sport per se. Melvin Adelman (1973:132) is quoted by Redmond (1978:3) when he wrote that "there have been no major attempts to scrutinize the influence of athletics in the lives of ethnic groups" (in America). Redmond went on to say that this criticism can well be applied and found to be particularly relevant to Canada. It is therefore necessary to describe the scope of these terms and processes from a general base, using sport-orientated examples whenever possible.

From the definitions given in Chapter II (page 14), it is evident that the broad process is 'assimilation' and that 'acculturation' is just one of the component ways through which this can be facilitated. Gordon's 1964 work has been used in this context by other researchers, such as Pooley (1968) and Day (1977), and his terminology, definitions and classification are given in Table 2. They are also used as a basis for this present account. One pertinent term not defined in the table is 'core society'. Pooley (1968:329) cites Gordon as defining this term to mean "the dominant subsociety which provides the standard to which other groups adjust or measure their relative degree of adjustment." A commonly used alternative term is 'host society' and both will be used here, completely interchangeably.

## ETHNICITY, CULTURE AND SPORT

Ethnic groups can be distinguished from each other by the distinctive aspects of the patterned way of life the members of a group share with each other. These aspects are brought about by various socialisation processes, in which sport may play a part. Many cultures today still exhibit 'peculiar and unique sporting traditions' among their distinctive characteristics. 'Culture' can make horizontal distinctions between nations or ethnic groups, using an intangible regulatory mechanism. This mechanism unites individuals in a social system, where they share meanings and symbols in their behaviour and actions. Mainali (1985) quoted Riley (1983)[1] as saying that this mechanism enables the individuals to "re-legitimate what was past, provide a medium for the present and set the stage for the future." In broad terms, culture results from a socialisation process which, over the years and through the generations, selects and transmits "whatever

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1. Riley, P. "A Structurationist Account of Political Culture." *Administration Science Quarterly*, 28 (1983): 414-437.

Table 2
Gordon's 1964 classification and definitions (Adapted)
The Assimilation Variables

| SUBPROCESS OR CONDITION | TYPE OR STAGE OF ASSIMILATION | DEFINITIONS |
|---|---|---|
| A. Large scale entrance into cliques, clubs, and institutions of host society, on primary group level. | 2. Structural assimilation | Structural Assimilation: entrance of an ethnic group into primary group relations with the core society. |
| B. Change of cultural patterns to those of host society | 1. Cultural or behavioral | Cultural assimilation (acculturation): Change of cultural pattern to those of the core society. *(a) Intrinsic: do you experience a "gut feeling" of being of ethnic stock rather than Canadian? e.g. food, church, clothing, customs. (b) Extrinsic: do you conform to Canadian customs in the core society? e.g. speak English when shopping. |
| C. Absence of prejudice | 5. Attitude receptional assimilation | Attitude receptional assimilation: An absence of prejudice by the core society. |
| D. Absence of discrimination | 6. Behavioral receptional assimilation | Behavior receptional assimilation: An absence of discrimination by the core society. |
| E. Absence of value and power conflict | 7. Civic assimilation | Civic assimilation: An absence of value and power conflict between club members and the core society. |
| F. Large scale intermarriage | 3. Marital assimilation | Marital assimilation (amalgamation): Large scale intermarriage between club members and members of the core society. |
| G. Development of sense of peoplehood based exclusively on host society | 4. Identificational assimilation | Identificational assimilation: Development of a sense of peoplehood based exclusively on the core society, *e.g. do you feel more Canadian or X (original nationality)? |

1-7 Sequence as used by Pooley (1968). *Additions by Day (1977).

it is one has to know or believe in order to operate in a manner acceptable to (that society's) members" (Goodenough, 1957)[1].

Chamberlain (1983:13) indicated that Helmes (1981)[2] believed that, for (such) socialisation to occur, there had to be "value transfer." Chamberlain goes on to say (p.8):

> Culture is considered to be the material[3] and intellectual[4] result of the creative ability of human beings. Sport, as a cultural form, may be understood as...a social phenomenon, a manifestation of individual and group creativity, a ritualised activity of anthropological significance, an historical insight into the social relationships of specific cultures ...Sport is an integral part of modern culture...pervasive in western societies...

The links between ethnicity, culture and sport are clear. In spite of a certain amount of standardisation in sport on a world-wide basis, sport today is becoming a better vehicle than previously for transfer of values between groups. Great opportunities exist today for shared athletic experiences in cross-cultural settings. If these international experiences affect sufficiently large numbers of people and go on long enough for meaningful value transfers to occur, socialisation processes will start to operate. If these experiences take place between members of an ethnic group and a host or core society, acculturation will begin, eventually leading to a degree of, or even total, assimilation.

---

1. Goodenough, W.H. "Cultural Anthropology and Linguistics" In Garven, P. (ed). *Report of the Seventh Annual Round Table Meeting on the Linguistics and Language Study*, Washington: Georgetown University, 1957: 167.
2. Helmes, Richard C. "Ideology and Social Control in Canadian Sport: A Theoretical Review." *Working Papers in the Sociological Study of Sports and Leisure*, Kingston: Sports Studies Research Group 1,4,1978.
3. Material culture = objects that satisfy material needs e.g. houses, clothes, foods, utensils, etc.
4. Intellectual culture = non-material eg. language, customs, social institutions, values, religion, etc.

Redmond (1978:26) wrote that the degree of assimilation and the rate at which it occurs are extremely difficult to evaluate precisely. They can be affected by many circumstances; political, social, environmental and economic, as well as by individual make-up and inter-group contrasts. Chamberlain (1983:18) presented an idealistic model of assimilation which assumes a one-way process of acculturation in which the ancestral culture and social institutions of the ethnic minority die out as the dominant or majority group maintains its control of the access to decision-making processes. The minority group has to conform to the standards of conduct as decreed by the superordinate group. However, if the dominant group is content with gradual or limited change over a period of time, the subordinate groups may, even willingly, acknowledge their position and accept the material and non-material culture of the dominant group. In the multi-cultural mosaic that is Canada, many of the older members of an ethnic minority group, who have longer and stronger ties with their original culture than the younger members, will tend to want, and will be able, to perpetuate that heritage and they will more often be resistant to the assimilation processes. However, other members, often the younger ones and especially the children, will tend to want, and will be able, to adapt, making every effort to become 'Canadian' as quickly as possible and they will tend to assimilate rapidly. These tendencies are evident already among the members of the group of approximately 250 Vietnamese boat people who were settled in the writer's small home town of Didsbury, Alberta (pop. 3000) in 1980-81. The contrasts between the rural Albertans and all the oriental Vietnamese were very striking some five years ago. Now, only some of the older people wear their traditional dress, while the children go to school in jeans and T-shirts.

Sport can be used as an agent of ethnic solidarity (Redmond, 1978:29), assisting a group maintain its culture. Sport can also serve as an agent in the assimilation process, helping an immigrant become a Canadian more quickly. The DuWors Report 1971, cited by Redmond (1978:75), revealed that the data he collected did show a common set of sports values exists in which all education-income groups could meet and understand each other. DuWors indicated that certain circumstances had to exist for the socialisation mechanism to function effectively and he indicated that these include the access to facilities, coaching and programmes being available to young people "regardless of place of living, ethnic, denomination and social status of family." Under such conditions, he concludes that "these sports values do give a basis (then) for building a sense of national unity." The inference is clear; the transfer of values is possible through the milieu of sport in a sufficient degree to promote acculturation and assimilation between ethnic groups and across cultures.

## STUDIES IN ASSIMILATION THROUGH SPORT

When a comparison is made between Pooley's 1968 study of ethnic soccer clubs in Milwaukee, U.S.A., and Day's 1977 study of ethnic soccer clubs in London, Canada, one important circumstance does not seem to be discussed. Immigrants to America move mostly into a "melting pot" situation, into an environment where assimilation is the pervasive policy. One strives to become an "American" first and so it would be expected that a greater degree of assimilation would be evident in the American study undertaken by Pooley. Immigrants to Canada generally move to a 'multi-cultural mosaic' situation. The coining of the term 'Canadian mosaic' is credited by John Porter[1] to Victoria Hayward, who used it in her writings describing church architecture in western Canada. It is taken to mean an environment where the preservation of cultural diversity is the national policy. For example, a Japanese immigrant strives to become a Japanese-Canadian first and, with such a national policy in place, it could well be expected that a lesser degree of assimilation would be evident in the Canadian study undertaken by Day. The findings in both studies are the opposite of those to be expected when the national policies of the two countries are considered. Why is this? In view of the increasing amount of leisure time available to the majority of the population, such questions about the process and speed of assimilation of ethnic groups through sport become very important, almost twenty years after Pooley first expressed these sentiments. Both Pooley and Day attempted to assess the factors which accelerate or retard the rate of assimilation among the members of ethnic soccer clubs and perhaps Day truly identified the most critical factor when he wrote that "the recreational habits of a group have a considerable impact on the degree to which such a group may identify themselves [sic] with, or be isolated from, the core society." Table 3 gives the main aspects of these two studies in outline.

---

[1] Porter, John. *The Vertical Mosaic*. Toronto: University of Toronto Press, 1971.

Table 3

Some essential aspects of Pooley's 1968 and Day's 1977 studies

| | POOLEY | DAY |
|---|---|---|
| Location: | Milwaukee, U.S.A. | London, Canada |
| Core Society: | A 'melting pot' | Multicultural 'mosaic' |
| Sport Status: | Very alien to core society | Less alien to core society |
| No. Clubs: | 10 | 8 |
| Ethnic groups: | Croatian<br>Hungarian<br>German<br>Polish<br>Italian<br>Serbian<br>--<br>-- | Croatian<br>Hungarian<br>German<br>Polish<br>Italian<br>Greek<br>Dutch<br>Portuguese |
| Membership: | 1/2 open; 1/2 closed | Open |
| Recruitment: | Players only (except 1 club) | Players and non-players |
| Dependent variable: | Structural assimilation | Structural assimilation |
| Independent variable: | CLUB policies | MEMBERSHIP characteristics and policies |
| Instrument: | Structured interview | Focused interview |
| Questions: | A. Characteristics of Policies Concerning Membership | |
| | 1. Membership characteristics | / |
| | a. Naturalization and generation | / |
| | b. Occupation | b. Total membership |
| | c. Ability to speak English | / |
| | 2. Choice of language, English or ethnic, demonstrated on the following occasions: | / |
| | a. At club meetings | / |
| | b. When playing soccer | / |
| | c. On social occasions | c. On special occasions |
| | 3. Policy when accepting new members | X |
| | 4. Policies for the actions taken to attract new members from: | / |
| | a. Other ethnic groups | / |
| | b. Core society | / |

Table 3 (continued)

| | | |
|---|---|---|
| | B. Policies Pertaining to Structure and Maintenance of Club<br>1. Need for existence | B. Other Concerns<br>1. Who Supports the Team<br>a. club members and families;<br>b. players' families<br>c. core society<br>d. new immigrants |
| | 2. Election of officers | 2. Does soccer serve as a medium enhancing assimilation into the core society or an obstacle hindering this cultural assimilation? |
| | 3. Changes in organization | X |
| | 4. Degree to which club perceives itself as:<br>a. Soccer club<br>b. Social club | X<br>X<br>X |
| | 5. Degree of organized social contact between the club and:<br>a. Other clubs<br>b. Core society | X<br>X<br>X |
| Results: | 1. Germans = most assimilated (less ethnic anyway)<br>Serbians = least assimilated | 1. Better command of English a decade later |
| | 2. Large measure of assimilation in:<br>Civic<br>Behaviour Receptional<br>Attitude Receptional | 2. Initial inhibition on assimilation exercised by ethnic clubs is tempered over time |
| | 3. Low measure of assimilation in:<br>Cultural<br>Identificational | 3. Open-door policy on membership makes clubs more secure in core society ✓ |
| | 4. Least assimilation in:<br>Marital | |
| | 5. Only one club had contact with the core society. | |

/ = Day reviewed Pooley's variable. X = Day did not review Pooley's variable.

Table 3 (continued)

| Summary: | Degree of Assimilation of Ethnic Soccer Clubs (Based upon the Model by Gordon) | | | | | |
|---|---|---|---|---|---|---|
| | Milwaukee[a] | | | London | | |
| | Type of Assimilation | | | Type of Assimilation | | |
| | 1. Cultural | | 3. | 1. Cultural | | 3. |
| | Intrinsic | Extrinsic | Marital | Intrinsic | Extrinsic | Marital |
| A. Croatian | No | Partly | No | Yes | No | Partly |
| B. Hungarian | No | Partly | No | Yes | Partly | Mostly |
| C. German | No | Partly | Partly | Mostly | Yes | Mostly |
| D. German | Partly | Partly | No | | | |
| E. Polish | Partly | Mostly | No | Mostly | Partly | Mostly |
| F. Serbian | No | Partly | No | | | |
| G. Italian | No | Partly | Partly | Yes | Partly | Partly |
| H. German | Partly | Yes | Partly | | | |
| I. German | Yes | Yes | Partly | | | |
| J. Serbian | No | Partly | No | | | |
| | | | | Greek | | |
| | | | | Yes | Partly | Partly |
| | | | | Dutch | | |
| | | | | Partly | Yes | Yes |
| | | | | Portuguese | | |
| | | | | Yes | Partly | Partly |

| | Type of Assimilation[b] | | Type of Assimilation | |
|---|---|---|---|---|
| | 4. Identificational | 5. Attitude Receptional | 4. Identificational | 5. Attitude Receptional |
| A. Croatian | Partly | Yes | No | Mostly |
| B. Hungarian | No | Yes | Partly | Mostly |
| C. German | Yes | Yes | Mostly | Yes |
| D. German | No | Yes | | |
| E. Polish | No | Yes | Mostly | Mostly |
| F. Serbian | No | Mostly | | |
| G. Italian | No | Yes | Mostly | Mostly |
| H. German | Partly | Yes | | |
| I. German | Yes | Yes | | |
| J. Serbian | No | Mostly | | |
| | | | Greek | |
| | | | Mostly | Yes |
| | | | Dutch | |
| | | | Yes | Yes |
| | | | Portuguese | |
| | | | No | Mostly |

Table 3 (continued)

| | POOLEY | | DAY | |
|---|---|---|---|---|
| | Type of Assimilation | | Type of Assimilation | |
| | 6. Behavior Receptional | 7. Civic | 6. Behavior Receptional | 7. Civic |
| A. Croatian | Mostly | Yes | Yes | Mostly |
| B. Hungarian | Yes | Yes | Yes | Mostly |
| C. German | Yes | Yes | Yes | Yes |
| D. German | Yes | Yes | | |
| E. Polish | Yes | Yes | Yes | Yes |
| F. Serbian | Yes | Mostly | | |
| G. Italian | Yes | Yes | Mostly | Yes |
| H. German | Yes | Yes | | |
| I. German | Yes | Yes | | |
| J. Serbian | Yes | Yes | | |
| | | | Greek | |
| | | | Yes | Yes |
| | | | Dutch | |
| | | | Yes | Yes |
| | | | Portuguese | |
| | | | Yes | Yes |
| Conclusion: | Ethnic soccer NOT conducive to assimilation | | Assimilation IS enhanced | |

a. Clubs H and I were least representative of a single ethnic group. Club I was the smallest of the ten clubs by a substantial margin in Milwaukee.
b. Although Gordon identified seven types of assimilation, "2. Structural assimilation" was omitted because it will be examined in the role of dependent variable.

From an examination of these two studies, the validity of Redmond's statements, (his pages 65 and 67), is very apparent. Three factors seem to determine whether sport will work as a vehicle enhancing assimilation or as a roadblock preventing it. The first of these is the attitude or intent of the sport participants. If they close their club doors, as in Milwaukee, to core society members and thus have minimal extra-competitive contact with host country nationals through their sports, any assimilation processes will be very slow to operate in such a milieu. This occurs irrespective of the national intent. An 'open-door' policy, as operated by the clubs in London, will lead to the opposite result. The assimilation processes will come into play more quickly, partly because they can happen inside and outside competition and partly because the club membership is cross-cultural in type and not exclusively a single ethnic group. Again, this occurs irrespective of the national intent. The second factor is communication, whether by language or other means. If club players dominantly use their first language, hold their social and fund-raising functions internally and are generally inward-looking, assimilation will be inhibited. Much more conducive to assimilation is the establishment of primary relationships with the core community. Attempts to speak the second language, perhaps with the older members drawing on the expertise of the younger ones; open club social events and the establishment of contacts with the host society, as through fund-raising and the seeking of sponsorships, will accelate assimilation. Thirdly, the influence of time is important. The longer the ethnic club has been in existence, the more evidence of assimilation there is likely to be, whether intended/desired or not.

In between Pooley's and Day's studies, McKay[1] made a study of Italian soccer players in Toronto in 1975. Redmond (1978: 62-3) quoted McKay's six propositions concerning the accultural and assimilation processes as shown in Table 4. From a questionnaire survey of 237 respondents, 64% of whom were Italian-born, and in addition to the findings given in Table 4, McKay drew the following conclusion:

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1. McKay, J. "Sport and Ethnicity: Acculturation, Structural Assimilation and Voluntary Association Involvement among Italian Immigrants in Metropolitan Toronto." Unpublished M.Sc. thesis, University of Waterloo, 1975.

Table 4

McKay's propositions and findings

| PROPOSITIONS | FINDINGS |
|---|---|
| 1. The greater the length of residence in the country of immigration, the greater the magnitude of acculturation. | 1. Positive |
| 2. The greater the length of residence in the country of immigration, the greater the magnitude of structural assimilation. | 2. Positive |
| 3. The greater the population size of the immigrant's community at birth, the greater the magnitude of structural assimilation. | 3. Negative |
| 4. The higher the level of education in the country of emigration, the greater the magnitude of structural assimilation. | 4. Positive |
| 5. The higher the level of education completed in the country of immigration, the greater the magnitude of structural assimilation. | 5. Positive |
| 6. The later the age of entry into the country of immigration, the lower the magnitude of structural assimilation. | 6. No consistent positive or negative association |

> In comparison with Pooley's study it was found that sport involvement does not insulate the Toronto players from inter-ethnic contact. The reason for this difference was accounted for by the different recruitment policies of the clubs in the two cities. In Milwaukee players were recruited from within their own ethnic group whereas in Toronto the most talented players were selected regardless of ethnic background. It is apparent that this conclusion matches the findings of Day two years later and supports the contention that assimilation occurs more rapidly overtime when contacts are established with the core society.... (McKay, 1975:86-7 in Redmond, 1978:64)

## SPORT'S ROLE, PAST AND FUTURE

In 1977, Day wrote that sport has traditionally served a myriad roles within society and he went on to indicate that it continues to exert a profound influence around the world today. An early example of its unifying influence was given by Keesing[1] and is cited by Bennett, Howell and Simri (1975:208). It describes how the Maoris from the east and west coasts of New Zealand had engaged in hatred and conflict from ancestral times. All attempts using diplomatic channels had failed to bring the tribes together. Then the Maori Tennis Association established a Dominion-wide annual tournament and gradually, through the first quarter of the twentieth century, the tribal differences became converted into on-court rivalries. More importantly, these annual tennis tournaments provided the settings for discussions and off-court conferences that led to political solutions of inter-tribal differences. Basketball, hockey and rugby competitions provided similar consultative opportunities until the events ceased during the time of the great Depression.

In the United States of America, participation in sport has, in some measure, provided a vehicle whereby the black Americans have been able to achieve some of the primary-level relationships with white Americans that constitute structural assimilation. Some acculturation is also evident as black athletes gain recognition and acceptance by the whites and feelings of 'worth' and 'belonging' for themselves. Jesse Owens and Joe Louis achieved prominence before World War II and the process has quickened somewhat since 1945. Black Americans were able to participate with white Americans in football (1946), major league baseball (1947-Jackie Robinson), bowling (1949), basketball (1950), tennis (1950-Althea Gibson) and golf (1961). However, there is still a long way to go for the black American, and for the rapidly-growing group of Hispanic Americans, if anything even remotely resembling total assimilation is to occur.

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[1] Keesing, Felix M. "Maori Progress on the East Coast," *Te Wanagara*, I (December, 1929):29.

In 1968, Prentice Gautt, a black collegiate football coach, said:

> The long-range problems will take time to solve. But if they can't be solved in sports, where can they be solved? Sports has been following when it's supposed to lead.... (Bennett, Howell and Simri, 1975:216)[1]

Sport today is truly global in its scope and international competitions are commonplace and frequent events. Sport is also a vehicle for the transmission of interest and understanding. Sport provides a milieu for cross-cultural contacts and whether these are on a local or global scale is immaterial. What does matter is that sport can provide one way by which strangers can get to know each other a little; one way through which strangers can feel a little less 'foreign' and a little more 'at home'; one way through which peoples can meet in a non-threatening environment; one way in which personal worth and integrity can be placed on view; and one way in which primary-level contacts can occur. These may lead to acculturation and to eventual assimilation if they occur among various ethnic groups resident in the same country. For those resident in different countries, sport can display the equality of the human being for all to see. On a global basis, it can help diminish

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1. In Olsen, J. "The Black Athlete - A Shameful Story." *Sports Illustrated*, XXIX (July 1968):223.

fear of a race or people by increasing knowledge of them. The 'known' is friendlier than the 'unknown'. Contacts made through sport can teach that the shapes, colours, beliefs, life-styles, clothes and the sounds emitted are but superficialities of the person, of interest but not of major importance. With knowledge comes understanding of the inner person and that is important. As the 'global citizen' becomes more and more of a reality, peoples need to be able to look at other peoples in a friendly, open fashion, with goodwill.

Cross-cultural sporting experiences are an excellent way to achieve this, for sport provides its own international language. In a personal conversation with Gerald Redmond (February 19, 1987), he described an early soccer meeting between Pele of Brazil, who at that time spoke no English, and Bobby Moore of England, who spoke no Portuguese but who, when provided with a soccer ball, communicated perfectly with each other. The author has encountered similar experiences through her own international (field) hockey, making contacts that led to friendships with Jamaicans, Argentinians, Indians and Guyanese. At the Pre'88 Luge event in Calgary, the same process was in evidence among a group of Russian, Puerto Rican and Canadian lugers. Repeated thousands of times over at a host of international sporting events held throughout the years, the potential of sport to enhance cross-cultural understanding is very evident. Into this social exchange one blends the 'coach'. The purpose of the rest of this work is to try to identify the factors that enhance (or detract from) this blending.

# CHAPTER IV

# RELATED LITERATURE

## INTRODUCTION

> To know a people and to understand them is to like them...To know a people, one has to mingle with them, share with them, live and work with them. Unfortunately, the necessary knowledge to achieve these states successfully is mostly still stored in the memories of those with practical experiences. (Based on Myers, 1961:13)

In all facets of life, including sport, cross-cultural communication and interaction are very dominant conditions of the second half of the twentieth century. Adler (1977) pointed out that no-one is culture free and that nation, culture and society exert tremendous influence, structuring our values, engineering our view of the world and patterning our responses to experience. It is hardly surprising, then, that some of the many contacts made today are less smooth and less effective than others. There are increasing signs everywhere of the emergence of 'multi-cultural men', people who display a world view in their values, beliefs and attitudes, people with an inner self-consciousness that makes them 'world citizens', able to fulfil the roles of facilitators and catalysts for cross-cultural contacts. Adler (1977:39) quoted Taylor (1969) as describing multi-cultural man as "a national citizen with international intuitions...he is part of an invisible world community of writers...scientists, teachers...students, citizens who see the world whole and feel at one with all its parts."

However, very many of the people who move and work cross-culturally have not yet grown to this degree, and most never will. Much of the learning necessary for such personal development is a result of the culture shock process and the amount of learning varies from person to person, depending on many factors. For all who move to work cross-culturally, especially those who teach (coach), one of the most important of these factors is flexibility; the greater this is, the more adaptation and adjustment can take place. People who are most successful at becoming multi-cultural are ones whose 'base constant' allows them to inwardly believe and outwardly show that they know each cultural system has its own coherence, integrity and logic; that everyone has a culture; and that no culture is inherently better or worse than another.

Adler's description of 'multi-cultural man' has close parallels to the 'true internationalist' of Baron de Coubertin, founder of the modern Olympics. The second aim of the Olympic Movement's Charter reads:

> ...to educate young people through sport in a spirit of better understanding between each other and of friendship, thereby helping to build a better and more peaceful world. (MacAloon, 1986:8)

Coubertin considered that 'true internationalism' is found among

> ...(a) those who go out among the peoples they visit
> (b) those who do not create the habits and society of their own land in foreign ones
> (c) those who do not judge by material appearances but who test their prejudices and expectations through careful observation and inquiry and
> (d) those who study, for this is the true secret of international friendship; ignorance maintains prejudices, study alone expels them. In order to understand a country it is not enough to see it live; its present state must be compared with its recent past. (MacAloon, 1986:10)

Coubertin also found it regrettable that anyone should visit a country before making a study of it. In the face of ever-increasing interaction taking place across ethnic, national and cultural borders, there is urgent need for a greater understanding of the dynamics, problems and implications of cross-cultural experiences. Study is imperative today in order to make the majority, if not all, of these experiences beneficial.

MacAloon (1986), in his address to the Olympic Association of Canada, asked why, in a movement supposedly dedicated to it, have there been so few concerted efforts towards (the study of) cross-cultural learning and understanding? Are these supposed to occur by instant osmosis in the sports arena? MacAloon was damning when he told the delegates that he knew of no National Olympic Committee or National Federation that seriously encouraged or took it upon itself to provide the resources for such a study of other cultures by athletes or coaches named to international teams, either before or after journeys abroad. Of fifteen Canadian National Associations contacted by this writer, only one gave Canadian coaches going abroad any information on the foreign country and just two provided in-coming foreign coaches with information about Canada and the Canadian approach to/style of coaching. The majority did nothing, although one or two did provide details about how to fill out an expense claim! When one considers that, in fact, elite sport practices may stand in the way of the very knowledge by which international sport justifies itself, if coaches and sport associations cannot help, then MacAloon (1986) suggested that the general responsibility for promoting cross-cultural understanding and growth must lie with each nation's education system. 'Culture' and 'multicultural man' must become classroom subjects, whether the society be Christian or Moslem, Liberal or Marxist. With this lack of clarity and guidance, it is only to be expected that, of the individuals who move across national and cultural boundaries as experts, teachers and coaches, some mainly encounter difficulties, develop problems and feel failure, while others experience mostly joys, create benefits and achieve success. The task is now to minimise or eliminate the former and maximise and enhance the latter circumstances.

## THE CROSS-CULTURAL EXPERIENCE

Brein and David (1971) in their excellent article on "Intercultural Communication and the adjustment of the Sojourner" indicated that research up to that time had concentrated on foreigners in the U.S.A., on Americans as technical experts overseas and, to a lesser extent, on American students and educational advisors abroad. Much of what these authors wrote has applicability to this study of foreign coaches in Canada since the coaches are both technical experts and teachers abroad. From the many and varied approaches of researchers to the topic of cross-cultural adjustments, five are more common than others. These are the ones that focus on Curves of Adjustment, Culture Shock, Personality Typologies and Traits, Social Interaction (including Communication) and Background and Situational Factors. Each will be reviewed in turn, with additional attention being given to communication. This is the facet of social interaction which Brein and David regarded as being critical to the effective exchange of information, without which there can be no development of understanding between host and visiting foreigner, which in turn is a pre-requisite for the establishment of the effective social interactions necessary for successful adjustment to occur.

## CURVES OF ADJUSTMENT

Adjustment can take place in different areas (Lysgaard, 1955) and on different levels (Klein, 1977). These are shown in Table 5. Overlap can occur between them and major success in one area or on one level seems to create a 'generalisation' effect whereby that success raises a person's confidence and security in the foreign situation. These in turn encourage attempts to increase one's efforts in other areas and/or at other levels. This cumulation effect is very noticeable when the initial success comes either through conditions in the workplace or from the establishment of really personal contacts.

Table 5
Areas and levels of adjustment

| AREAS (Lysgaard, 1955) | LEVELS (Klein, 1977) |
|---|---|
| Professional | Superficial |
| Academic | Goal achievement |
| Personal | Interpersonal contact |
| Social | Global satisfaction |
|  | Enduring knowledge and attitude changes |
| *Self-imagery |  |
| *National |  |
| *Added by this writer |  |

Klein (1977) also identified several variables that influence the processes of adjustment, namely:

(i) the strength of the motives for change (i.e. the desire for cross-cultural contact)
(ii) the amount of change needed (i.e. the amount of distance between the cultures)
(iii) the individual's skills and coping resources (i.e. self-confidence, prior experience, interpersonal effectiveness)
(iv) reinforcements provided by the new environment. (Klein, 1977:51)

These variables influence the shape of the adjustment time path as the foreigner's personality interacts with the host environment in a number of ways. Klein (1977) felt that environment was probably more powerful than personality in determining the amount of adjustment to occur. This is a moot point; what is more commonly agreed is that the two cultures, the foreigner's and the host nation's, define the details of any role conflict and determine what is stressful.

There is a consensus among researchers that a foreigner's adjustment cross-culturally follows a predictable time path. Lysgaard (1955) was the first to identify this and he termed the path a "U-curve". He stated that there were recognisable phases of personal adjustment that could be plotted against time and which would result in such a curve. Table 6 summarises his findings from the 1955 study. Respondents in the duration categories indicated showed marked differences in their answers to the adjustment questions posed. Lysgaard, like Oberg (1954, 1960), Smalley (1963), Adler (1955), Klein (1977), Kealey (1978), King and Huff (1985), Grove and Torbiörn (1985) and others, recognised several phases in the adjustment process. The sequence recognised typically involves an initial happy contact phase, a phase of disenchantment (one aspect of culture shock) and a phase of adjustment. A selection of the terminologies used is given in Table 7. The adjustment that can (ultimately) occur will vary according to the type and amount of cross-cultural involvement. Klein (1977) indicated that four patterns could be distinguished (Figure 9).

Table 6

Cross-cultural adjustment as a process over time (Lysgaard, 1955)

| 0-6 Months | *6-18 Months | 18-36 Months |
|---|---|---|
| Adjustment<br>Good | Moderate to poor | Good to excellent |
| Effort<br>Trying hard | Effort lessening/low | Effort now 'natural' |
| Impacts<br>Exciting | Crisis-causing | Now 'normal' |
| Characteristics<br>Energies spent in:<br>. registering available facilities for work and pleasure<br>. observing host nation's patterns of living<br>. familiarising oneself with every-day routines of life in work and leisure<br>. being happy making acquaintances and first social contacts<br>. being happy at 'being abroad' | . need more intimate personal contact and integration into groups<br>. need access to homes (otherwise now not strange or busy enough to avoid feeling lonely)<br>. may blame host nation for loneliness and for feeling out of place<br>. may need language development to bridge the gaps, especially as more profound personal involvement is now desired/necessary | . make friends<br>. get more satisfaction from social life (having overcome or come to terms with earlier problems)<br>. integrate into some groups<br>. feel like more regular members of the community |
|  | Comment<br>This phase happens to:<br>all age groups<br>all academic status groups<br>all programme/work groups .... and<br>whether original plans kept to or changed |  |

*This seems to be a genuine time process all go through if the stay is long enough.

Table 7
Adaptation phases and characteristics of the cross-cultural experience

| Phase | Oberg (1954, 1960) | Smalley (1963) | Adler (1975) | Klein (1977) | Kealey (1978) | King & Huff (1985) | Grove & Torbiörn (1985) | Dominant Characteristics |
|---|---|---|---|---|---|---|---|---|
| 1 | Honeymoon or 'incubation' | Fascination | Contact | Spectator | Explore or 'tourist phase' | Arrival | A=applicability<br>CMR=clarity of mental reference<br>A -<br>CMR + | Excitement, Optimism. Future expectations positive. Tourist-type superficial contacts. Awareness of SIMILARITIES. Own nationality strong in self-image. Own ethnocentricity = base of operation. |
| 2 (C.S.) | Hostility or crisis | Hostility | Disintegration | Stress and adaptation | Frustration | Identity crisis and atypical behaviour | A -<br>CMR - | Strain. Conflict. Negativity. Rejection of host culture and people. Confusion. Homesickness. Feel a failure. Loss of self-confidence. Awareness of DISSIMILARITIES. |
| 3 | Recovery | Improved adjustment | Re-integration<br>Autonomy | Coming to terms | Coping | Recovery | A +<br>CMR - | Participation in local culture. Lessening of tension. Sense of humour. Sensitivity increases. Verbal and non-verbal understanding occurs. |
|  | Adjusted | Bi-culturalism | Independence | Decision (stay/ leave) |  | Adjusted | A +<br>CMR + | Growth in understanding. Comfort and satisfaction. Personal growth. Secure in two cultures. Able to give and get personal nourishment. |

C.S. = Culture shock phase.

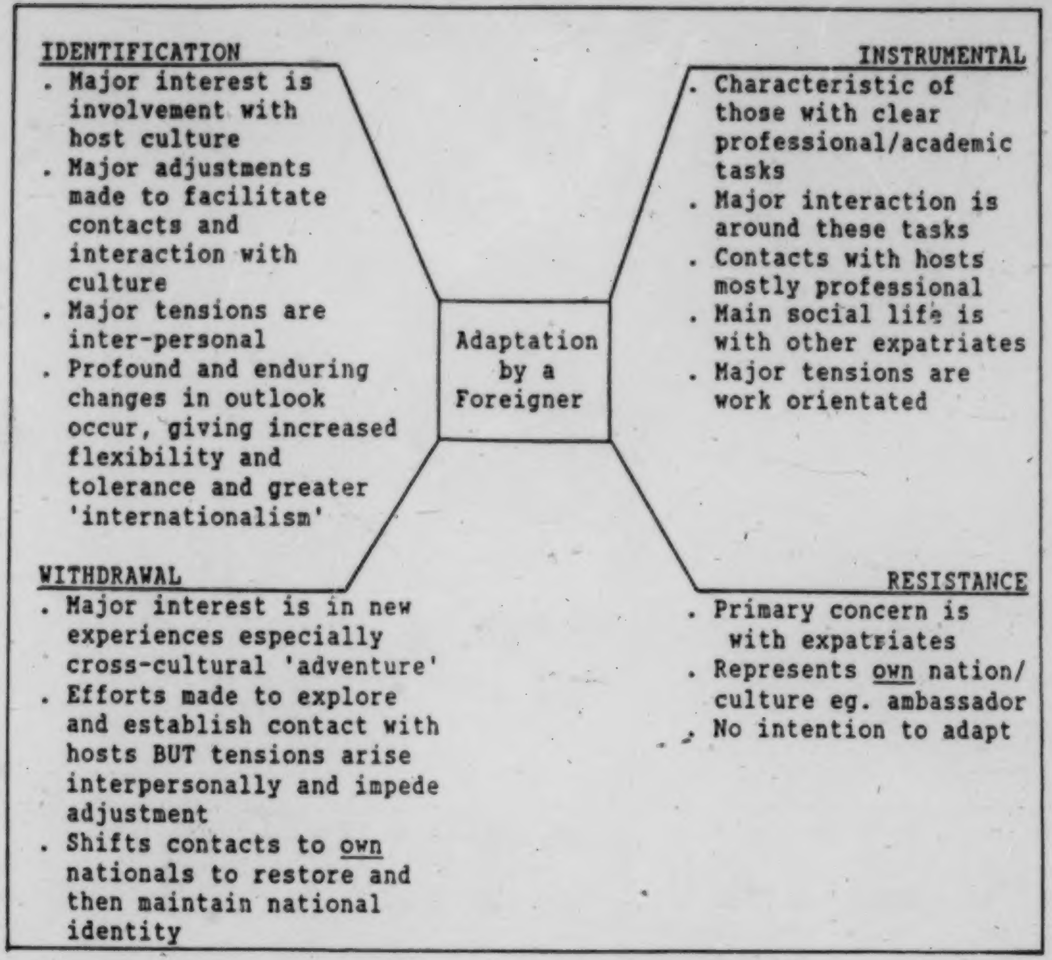
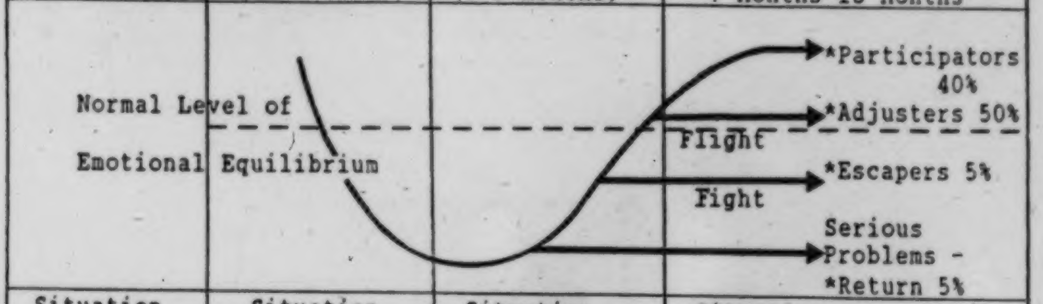

IDENTIFICATION
. Major interest is involvement with host culture
. Major adjustments made to facilitate contacts and interaction with culture
. Major tensions are inter-personal
. Profound and enduring changes in outlook occur, giving increased flexibility and tolerance and greater 'internationalism'
INSTRUMENTAL
. Characteristic of those with clear professional/academic tasks
. Major interaction is around these tasks
. Contacts with hosts mostly professional
. Main social life is with other expatriates
. Major tensions are work orientated
Adaptation by a Foreigner
WITHDRAWAL
. Major interest is in new experiences especially cross-cultural 'adventure'
. Efforts made to explore and establish contact with hosts BUT tensions arise interpersonally and impede adjustment
. Shifts contacts to own nationals to restore and then maintain national identity
RESISTANCE
. Primary concern is with expatriates
. Represents own nation/culture eg. ambassador
. No intention to adapt

Figure 9. Klein's patterns of cross-cultural adaptation.

This traditional U-curve has stood the test of time well and has received widespread support over a period of some twenty years without much modification (except, perhaps, for Gullahorn and Gullahorn's 1963 addition of a second U-curve to create a W-curve that also describes the foreigner's re-adjustment upon returning home). While it is appreciated that the traditional U-curve depicts the adjustment path of many workers abroad, it is known that some people never get the 'down' phase or that they experience one so brief that it is but a minor and transitory inconvenience, a hiccup in the overall experience. It is also known that some people are nervous and uncertain when they *go* abroad and that these workers do *not* start on a 'high'. From the present writer's own experience on three occasions of working abroad, there are some people who maintain a high level of expectations, a positive approach, great satisfaction and success throughout the whole period of their stay overseas. The ups and downs experienced hardly vary in their intensity from the ones likely to be encountered while living and working at home.

Kealey (1978) put forward findings from an extensive study of Canadian technical experts in Kenya between 1975 and 1977 that suggested the traditional U-curve should in fact be a ∿ - shaped curve in order to be more accurate. Kealey supported the modifications he proposed by saying that one third of the workers studied entered the foreign country fearful, tense or depressed. He maintained that the initial weeks or even months in an overseas posting were very difficult and "that the traditional view of the entry phase as exciting and happy (was) an unwarranted generalization". A large number of foreign workers actually start their overseas tour 'down', then have a short 'up' phase before culture shock sets in. The traditional position is given in Figure 10 and Kealey's modifications, his 'nu' curve, are shown in Figure 11.



| Pre-Departure | (1-3 Months) | (3-6 Months) | 7 Months-18 Months |
|---|---|---|---|
| Situation<br>planning<br>packing<br>processing<br>partying<br>parting | Situation<br>"Explore"<br>- stimulated, "tourist" phase, meeting new people, seeing new places, hearing & sounds | Situation<br>"Frustration"<br>- novelty worn off, new people<br>- strain<br>- new places, strain<br>- new sounds, strain | Situation<br>"Coping"<br>Most of literature on culture shock generally says that one gradually comes out of the 'down' phase (or culture shock per se) by getting to make friends with nationals, liking their customs, foods, speaking some of their language - i.e. by PARTICIPATION in LOCAL CULTURE |
| Emotionally<br>"Up & Down"<br>- excited enthused but may be fearful, sad at leaving<br>- decreasing interest in present activities | Emotionally<br>"Up"<br>- excited, stimulated, fascinated, learning, experimenting | Emotionally<br>"Down"<br>- depressed, anxious, confused, angry, lonely, home-sick, disenchanted, suspicious | * Sargent's terms |
| Physically<br>weary but normal | Physically<br>maybe some intestinal problems, insomnia | Physically<br>- develop colds, headaches, prone to take sick leave | |

Figure 10. The traditional U-curve of adjustment. (Kealey, 1978:50) Reproduced with permission.

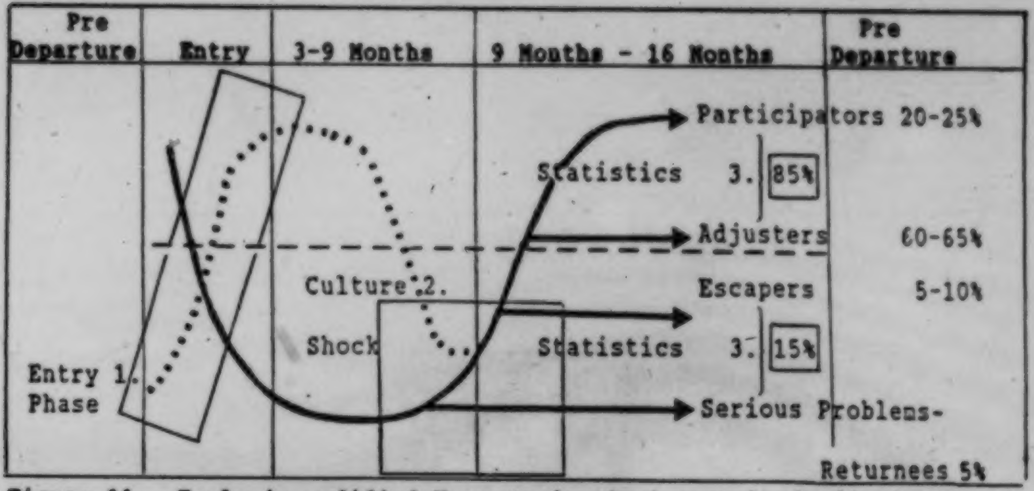

Pre Departure
Entry
3-9 Months
9 Months - 16 Months
Pre Departure
Participators 20-25%
Statistics 3. 85%
Adjusters 60-65%
Culture 2.
Shock
Escapers 5-10%
Statistics 3. 15%
Entry 1.
Phase
Serious Problems-
Returnees 5%

**Figure 11. Kealey's modified U-curve (or 'nu' curve) of adjustment. Reproduced with permission.**

In another modification of the traditional U-curve path, Grove and Torbiörn (1985) used the terms 'applicability' (of behaviour) and 'clarity of the mental frame of reference' (of beliefs, values, attitudes and the cultural base) to describe aspects of the 'cultural baggage' taken with a person to the overseas destination. Curves of adjustment indicate changes in the above in relation to the level of 'mere adequacy' of functioning. Grove and Torbiörn (1985) maintained that cross-cultural training can reduce the severity, and shorten the duration, of culture fatigue, a form of exhaustion brought about by continual, small-scale adjustments. If well adjusted and socially adept people are moved without training into an unaccustomed environment where they are, as coaches would be, in continuous contact with host nationals, they will hang on to the mere adequacy level but the others will change sharply and severely, as shown in Figure 12.

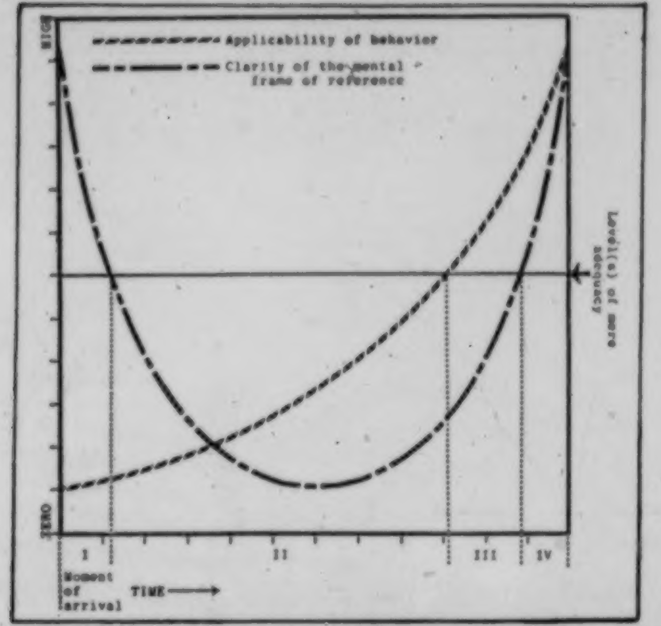


Figure 12. The person in a highly unfamiliar environment without benefit of intercultural training. (Grove and Torbiörn, 1985:212). Reproduced with permission.

In phase I, the foreigners' clarity of mental reference is far more than adequate whereas their applicability of behaviour is far less than adequate. The incoming workers still judge the world from their own cultural bases and, for a while, this is effective, but their own cultural behaviours are immediately in disharmony with the new, host culture. Very soon, the foreigners discover that the host nationals' ways of looking at the world, their values, beliefs and attitudes, have a different base and so the newcomers' clarity of mental reference declines sharply. Now both mental judgment and personal behaviour are at odds with the norms prevailing in the host culture. In phase II, the base of the U-curve is reached. Everything - people, places and actions - is alien and taxing. The stage is set for culture shock.

## CULTURE SHOCK

Culture shock has been variously described as everything from an occupational disease (Oberg, 1954) to a field problem in adaptation and adjustment (Arensburg and Niehoff, 1964)[1]. Where there is agreement between researchers is on the causes of culture shock. It results from more than superficial differences in dress, food and money; it is a condition brought about by deeper differences, such as the ways of viewing time and space, of customs, values and beliefs and in the organisation of society. It was during and after World War II, when increased mobility brought about by the conflict and subsequent recovery occurred, that the problems of cross-cultural adjustment became apparent. In the 1950s, it became obvious that improved selection and training of those going to help and work abroad was necessary. Studies in the late 1950s, the 1960s and early 1970s concentrated on the identification of interpersonal, groups and situational factors that contributed to the success or failure of the workers sent overseas. Many of these earlier studies looked at the American abroad (Oberg, 1960; Myers, 1961 and Byrnes, 1966). The volunteers of the Peace Corps were extensively studied (Sargent, 1970 and Hawes, 1976). In the late 1970s and 1980s, attention switched to businessmen, military personnel, students and especially to technical/education advisors (Harari, 1974; Ruben, 1976; Hawes and Kealey, 1977-80 and Grove and Torbiörn, 1985).

There exists a definite consensus among researchers that virtually all foreign workers experience a 'negative phase' during some part of

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1. Arensburg, C. and Neihoff, A. *Introducing Social Change.* Chicago: Aldine, 1964.

the first year of the cross-cultural experience. Oberg is credited with giving the name 'culture shock' to this negative phase in 1954 and, since that time, many definitions of this aspect of immersion in a second culture have been proferred, of which a selection is given below.

1. Culture shock tends to be an occupational disease of people who have suddenly been transplanted abroad. (Oberg, [1954] 1960:177)

2. ....this phase of adjustment is sometimes termed "culture shock" to designate the psychological impact of the distortion or absence of familiar cues. (Gullahorn and Gullahorn, 1963:38)

3. ...culture shock is a symptom of the process by which the individual reconfirms himself--or his "self"--in the face of new communications and learnings about himself and in the midst of new linguistic and cultural codes. (Hoopes and Althen, 1971:35)

4. Culture shock is primarily a set of emotional reactions to the loss of perceptual reinforcements from one's own culture, to new cultural stimuli which have little or no meaning, and to the misunderstanding of new and diverse experiences. (Adler, 1975:13)

5. Culture shock is seen as a manifestation of a generic process that...occurs whenever the capabilities of a living system (person) are not totally adequate to the demands of the environment...(it is) conceived of as part-and-parcel of the stress-adaptation cycle. (Ruben, 1983:142)

6. Culture shock is a type of mental or psychological stress resulting from over-stimulation and overuse of the body's coping mechanisms due to a high degree of novelty in the environment. (L.M. Barna, 1983[1] as quoted by Grove and Torbiörn, 1985:214)

These different definitions of culture shock, which see it variously as a disease, a psychological impact, a symptom of the process of selfreconfirmation, an emotional reaction, a generic process and mental and physical stress, are as varied as the people who encounter it. This writer considers culture shock to be the outward manifestation of the inner turmoil produced by the upsetting of a human's 'bearings mechanism'. It may be produced by the impact of the 'new', or by the loss of the 'old', or by a combination of both. It may be temporary or permanent, mild or severe. Progress through and emergence from culture shock is a natural process of human adjustment to disruption and successful emergence from it is usually evidenced by personal growth and increased cross-cultural understanding.

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[1] Barna, L.M. "The Stress Factor in Intercultural Relations." In *Handbook of Intercultural Training, Vol. II: Issues in Training Methodology*. Edited by D. Landis and R.S. Brislin. New York: Pergamon Press, 1983: 19-49.

Since no two people take the same cultural baggage with them when they go abroad, and since the disruptions experienced are as diverse as the global destinations of the workers, the impact(s) of culture shock vary widely from person to person. Grove and Torbiörn (1985) stated that a well-adjusted and socially adapt person at home would have an applicability of behaviour and a clarity of mental frame of reference well above the level of mere adequacy (Figure 13). The components of these functions are shown schematically in Figure 14. Such people know themselves that they function at these high levels and that they will continue to do so as long as their lives are proceeding smoothly in an accustomed environment. However, they may not be as aware of the stable mental programming that enables them to function in this way. Hofstede (1980) maintained that culture gives this mental programming, determining the identity of their cultural group in the same way that their personalities distinguish them as individuals. These mental programmes or constructs may be universal (i.e. biological), collective (i.e. cultural) or individual (i.e. personality). It is the collective/

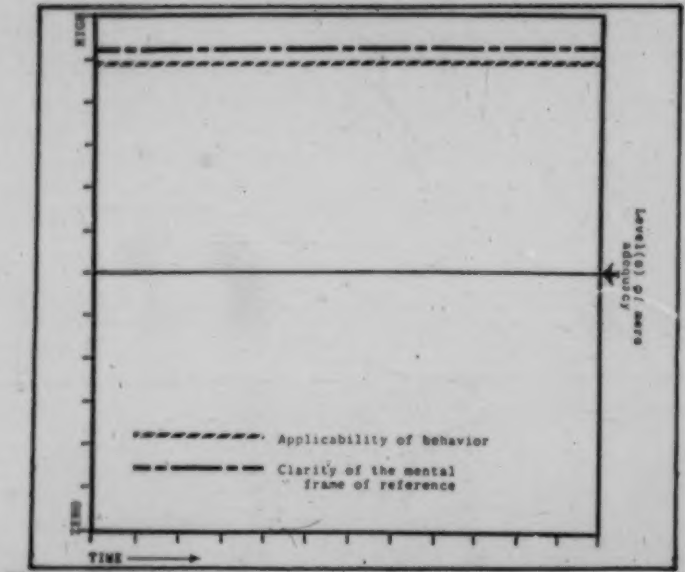

Figure 13. The well adjusted and socially adapt person in his or her accustomed environment. (Grove and Torbiörn, 1985:207). Reproduced with permission.

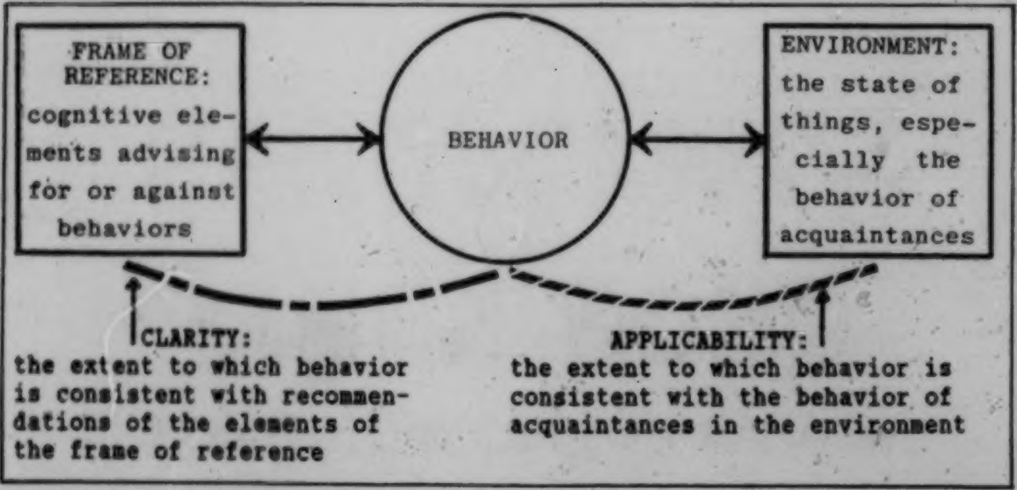
FRAME OF REFERENCE:
cognitive elements advising for or against behaviors
BEHAVIOR
ENVIRONMENT:
the state of things, especially the behavior of acquaintances
CLARITY:
the extent to which behavior is consistent with recommendations of the elements of the frame of reference
APPLICABILITY:
the extent to which behavior is consistent with the behavior of acquaintances in the environment

Figure 14. The relationships between a person's frame of reference, behaviour and environment. (Grove and Torbiörn, 1985:208). Reproduced with permission.

cultural programmes that are changed most when a person works cross-culturally and these changes in turn affect individual programming. Adler (1975) expressed similar sentiments when he wrote that culture is "a perceptual frame of reference., ... and environment of experience". Since most individuals are relatively unaware of their own beliefs, attitudes and values until an experience such as a cross-cultural move brings them into sharp relief, culture shock is to be expected at that time. As a result of new perceptions about people, from encounters with the inhabitants in a new cultural environment, and often as the result of conflict, experiential learning takes place and personal growth occurs.

Oberg (1954) described stages within culture shock, which he viewed as sequential, leading to the eventual adaptation of the foreigner into the host culture. His categorisation is given below (Table 8).

Table 8
Oberg's 1954 culture shock categorisation

| Stage | Term | Characteristics |
|---|---|---|
| 1. | Incubation | Person elated. Living in good hotel with comfortable conditions. Sights intriguing. Hosts courteous. Busy finding home, servants, schools, etc. |
| 2. | Crisis | Genuine difficulties arise. Daily living activities may become insurmountable problems. Person becomes critical of host country and people. Makes derogatory comments. May associate with ex-patriates. |
| 3. | Partial recovery | Starts to understand some of cues in host culture. Sense of humor returns/develops. |
| 4. | Virtually complete recovery | Acceptance of host culture. Experiences become enjoyable. Person may become enthusiastic about the host country and its people. Period of comfort and satisfaction. |

Many other researchers' works closely parallel Oberg's and several are shown in Table 7. One of the more interesting variations that has been proposed is that of Adler's transitional experiences (1975). He viewed culture shock as encompassing progressive changes in identity that come from increasing depth of experiential learning, resulting in a journey into the self. The changes do not come in any set order chronologically, nor do later changes require earlier ones to have occurred as pre-requisites. Table 9 shows the stages Adler recognized.

Table 9
Culture shock as a transitional experience
(based on Adler, 1975:19)

| STAGE | PERCEPTION | | EMOTIONAL BALANCE | | BEHAVIOUR | |
|---|---|---|---|---|---|---|
| Contact | differences are intriguing, perceptions are screened | Symbiotic state of single reality awareness | excitement<br>stimulation<br>euphoria<br>playfulness<br>discovery | Dependent on re-inforcements | curiosity<br>interest<br>assured<br>impressionistic | Monocultural |
| Disintegration<br>Re-integration | differences are impactful, contrasted cultural reality cannot be screened out | ↓ | confusion<br>disorientation<br>loss, apathy<br>isolation<br>loneliness<br>inadequacy | ↓ | depression<br>withdrawal | ↓ |
| Re-integration | differences are rejected | ↓ | anger<br>rage<br>nervousness<br>anxiety<br>frustration | ↓ | rebellion<br>suspicion<br>rejection<br>hostility<br>exclusive<br>opinionated | ↓ |
| Autonomy | differences and similarities are legitimized | ↓ | self-assured<br>relaxed<br>warm<br>empathic | ↓ | assured<br>controlled<br>independent<br>"old hand"<br>confident | ↓ |
| Independence | differences and similarities are valued and significant | Differential state of awareness Acceptance of interdependence of many realities | trust<br>humor<br>love<br>full range of previous emotions | Independence | expressive<br>creative<br>actualizing | Multicultural |

→ Transition/progress

Although different people encounter culture shock at different times and progress through it at different rates, and although some environments need more time to get used to than others, there is a high level of agreement among researchers about the major causes of the shock, its manifestations and its timing. Noteworthy among the causes are loss of the 'known' and gain of the 'unknown'; social and environmental interactions; differences in the functioning of institutions; language levels and subtleties; the status of women; awareness of the ways in which one is culture-bound and heightened awareness of the idiosyncracies of one's own culture. Table 10 lists a selection of culture shock manifestations that have been identified on many occasions and which have been found to be most evident somewhere between four and eight months into the foreign worker's stay.

Table 10
Common manifestations of culture shock

| Feelings | Behaviour |
|---|---|
| Fluctuate widely/wildly. Helplessness. Confusion. Anxiety. Irritability. Frightening thoughts. Preoccupation. Moodiness. Fear of failure. Feel a failure. Homesickness. Cravings (for items from home). Hostility. Anger. Negativity. Isolation. Loss of own identity. Fear misunderstood. Exhaustion. Guilt (about hostility, etc.) | Lack of control. Unusual actions. Excessive concerns about food, health, safety, cleanliness. Increased eating/smoking. Loss of appetite. Insomnia/over-sleeping. Withdrawal ("flight"). Aggressive manner ("flight"). Aping nationals ("going native"). Avoid people/physical contact. Given to absent-minded "far-away" staring. Dependence on own expatriate nationals. Write lots of letters home. Lodge complaints frequently. Can NOT be a detached observer. |

The person in culture shock feels 'torn', pulled apart by facets of the home culture and battered by facets of the host culture (Figure 15).

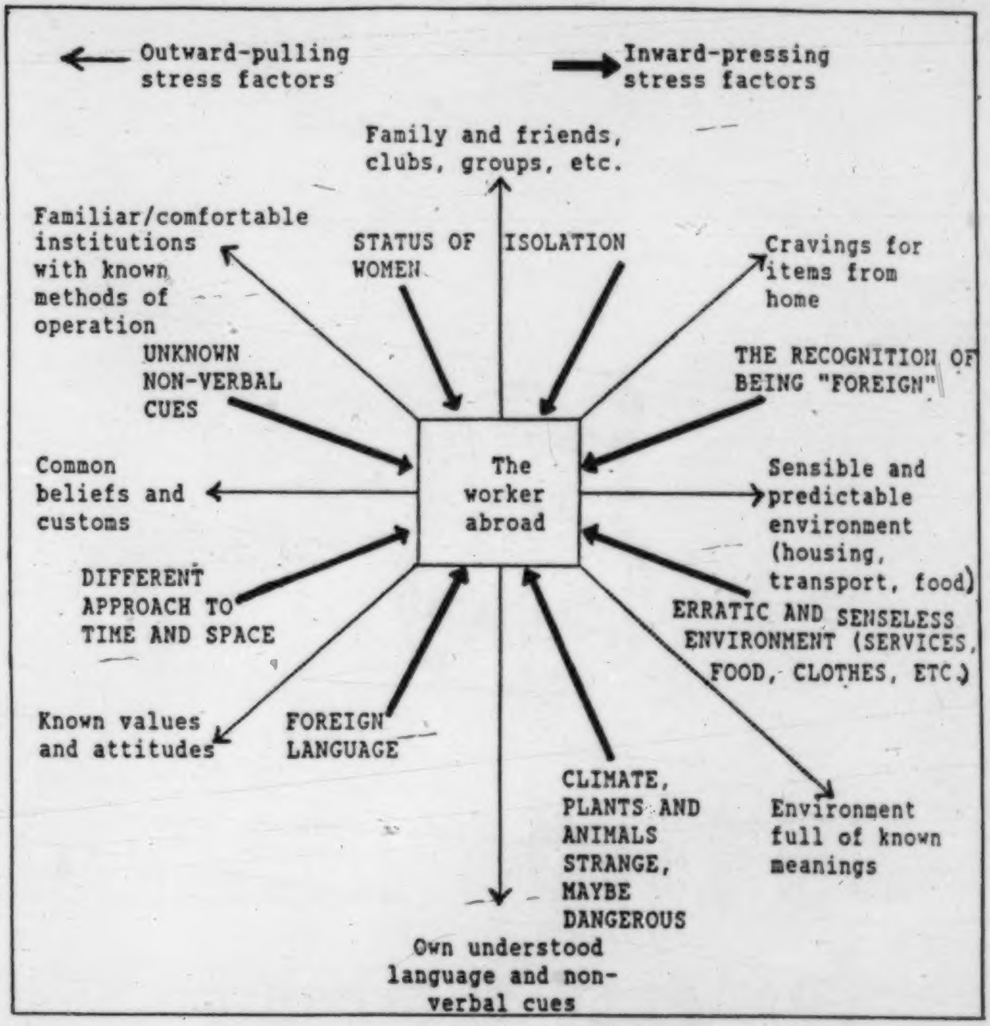
Outward-pulling stress factors
Inward-pressing stress factors
Family and friends, clubs, groups, etc.
Familiar/comfortable institutions with known methods of operation
STATUS OF WOMEN
ISOLATION
Cravings for items from home
UNKNOWN NON-VERBAL CUES
THE RECOGNITION OF BEING "FOREIGN"
Common beliefs and customs
The worker abroad
Sensible and predictable environment (housing, transport, food)
DIFFERENT APPROACH TO TIME AND SPACE
ERRATIC AND SENSELESS ENVIRONMENT (SERVICES, FOOD, CLOTHES, ETC.)
Known values and attitudes
FOREIGN LANGUAGE
CLIMATE, PLANTS AND ANIMALS STRANGE, MAYBE DANGEROUS
Environment full of known meanings
Own understood language and non-verbal cues

Figure 15. The forces acting upon a culture-shocked individual.

## ASSOCIATED RELATED IMPACTS

A series of somewhat less negative terms have been employed in relation to culture shock; culture fatigue (Guthrie, 1966)[1]; culture exhaustion (Grove and Torbiörn, 1985); language shock (Smalley, 1963) and role shock (Byrnes, 1966). Culture fatigue results from the heavy and continuous confusion and annoyance a foreigner feels extending over a period of time, producing frustration and tiredness. It can lead to exhaustion. Defensive coping with an unending stream of minor adjustments to the foreign culture can be so psychologically wearing as to leave a person vulnerable to extreme anxiety. This may lead to the worker's premature return home. On the other hand, Grove and Torbiörn (1985) maintained that fatigue not of overwhelming proportions "is a necessary pre-requisite to effective adjustment because intercultural learning cannot occur to any significant extent without the partial breakdown of the mental frame of reference that originally was constructed in one's home culture".

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[1] Guthrie, G.M. "Cultural Preparation for the Philippines". In *Cultural Frontiers of the Peace Corps.* Edited by R.B. Textor. Cambridge: MIT Press, 1966.

Smalley (1963) considered language shock to be a basic ingredient of culture shock because language is where most cues to interpersonal behaviour lie. If the language of the host nation is different from that of the worker's homeland, the result is the loss of that person's primary means of interacting with people. Inability to communicate in the local tongue causes the foreigner to miss a lot and be subject to constant mistakes. It is difficult, if not impossible, to display one's intelligence and education. Even learning the host country's language can be a shock for it reduces the adult worker to the status of a child again. Resentment against the feeling of loss of dignity may cause the development of a mental block against learning, a reluctance to practise and prevarication, an artificial filling of one's time so that there is "no time to study". This situation can become a compounding downward spiral that exacerbates the severity and duration of culture shock.

This writer also maintains that language shock is part of the cross-cultural experience even when the language base is common, for example, moving from England speaking 'English English', to Canada where American English is spoken, the accompanying changes in speech rhythms, grammar and spelling and, particularly, different meanings for familiar words can cause often considerable amounts of stress. As a teacher, telling students to "get on the pavement" meant, in England, to keep off the road and be on the sidewalk. In Canada, they all went into the road. Fortunately, all survived!

If one is to emerge successfully and benefit from the process of culture shock, it is necessary at some stage to face up to the discovery of oneself. This involves recognition of the extent of one's own cultural bonds and the examination of one's own beliefs, values and attitudes. Sometimes these discoveries are not pleasant, hence Smalley's (1963) application of the term 'shock' to them. Usually, such discoveries are made when one is despondent or near to cultural defeat. Fortunately, for the vast majority of people who work abroad, this reappraisal of self leads to a more rational approach to the problems and irritations being encountered daily. Personal growth occurs, determination to do one's best increases and the beginnings of adjustment take place. Gullahorn and Gullahorn (1963) called this cognitive re-orientation and stated that it leads to a change in feelings as well as one in overt behaviour. The more sensitive a person is and the more flexible, the faster adjustment occurs. If the foreign worker is engaged in a common task with host nationals, as a coach would be, it is possible to obtain positive reinforcement from them. Such frequent interaction, as that which occurs in the coaching situation, makes it easier to diminish cultural dissonance and increase personal growth and satisfaction.

Role Shock

In 1966, Francis C. Byrnes focused on one component of culture shock of particular significance to technical assistants/experts in their overseas capacities, namely role shock. His work has especial meaning for coaches who move cross-culturally as they certainly can be considered to be 'technical experts'. Byrnes felt that for too long too much attention had been focused on the attributes of the individuals going overseas and not enough on gaining an understanding of the circumstances in which each works. He felt the latter focus would be more productive. He gave the following definition of role shock.

> Role shock can be defined as the frustrations and stresses associated with such discrepancies as between what a technical assistant views as the ideal role for himself and what he learns or finds the actual role to be abroad or between the role he expects to play abroad and the role he actually plays. (Byrnes, 1966:96).

There is an obvious similarity between role shock and the confusion/loss of identity aspects of culture shock but there are also some noticeable contrasts between the two shocks. Byrnes stated that, in role shock, the stresses and discomforts are severe, that they tend to mount over time, that they peak about the mid-point of the overseas tour and that they seldom disappear. In culture shock, the stresses and discomforts are less severe or even minimal, of short duration, occurring early in the tour and often disappearing completely.

Technical assistants may be performers, actually doing the tasks themselves, but Byrnes found that most were stimulators/communicators, advising host nationals so that they could do the tasks themselves. The second-mentioned state aptly describes the cross-cultural coach, especially the invited elite ones. There is an almost implicit assumption that the technical expert will be working with host-nationals and often with 'counterparts'. Such counterparts (co-coaches) can provide the foreign expert with a working context and can help in the understanding of, and adjustment to, a new culture. In common with the findings of researchers dealing with culture shock, Byrnes found that foreigners with good working relationships with their counterparts make better adjustment than those with none. This finding is, of course, tempered by the attitudes and orientations of the foreign workers themselves.

Some experts were found to perform adequately but superficially, being more interested in prolonging the work, so perpetuating their own jobs, while others were concerned with getting the job done as quickly and efficiently as possible, not with involving/teaching nationals. The best type of foreign experts comprised those who were deeply involved and who worked themselves out of jobs by training host nationals at every stage. Many technical experts end up while overseas in the position of 'middlemen', trying to fulfil a role for which usually they have not been adequately prepared but which is often the major contribution outsiders can make, situated as they are between people and organisations. How well does this situation describe that of the foreign coach. Byrnes referred to Gittinger[1] when he said that the expert's role, if effectively executed, is rarely a pure one. The specialist must be professionally competent, a realist, a negotiator; a 'fall guy'; a teacher and expresser of ideas; a defender of the long view, the total context and the objective (outsider) view; and an organiser who provides experience and a philosophy of knowledge. Such experts have to realise, and most do, that their knowledge, skills and enthusiasm for the short term tour, the type that most coaches undertake, compose one reason for their presence abroad. Not all realise that there is a second reason for their presence abroad which is made up of the LACK of knowledge, skills, initiative and application on the part of the host nationals.

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[1] Gittinger, Price J. *Not by Expertise Alone: The Role of the Foreign Advisor in Rural Development Planning.* Paper presented at Philippine-American Workshop on Rural Development. Los Banos, The Philippines, June 1966.

The main role shock problems that arose were in connection with work, such as one's personal role/function, relationships with colleagues, personal achievements and matters related to the image of oneself as a professional. Seventy-eight percent of those surveyed by Byrnes (1966) identified organisational values, administration, bureaucracy, having to use interpreters and job activities as the most negative aspects of their cross-cultural experiences. If role shock became too severe, the specialists tended to revert to doing things the way they would at home; a type of 'flight' or withdrawal. Some tended to go the opposite way, becoming aggressive and dictatorial; a 'fight' response. A few tended to 'go native', adopting local habits to a high degree very rapidly indeed.

## PERSONALITY TYPES AND TRAITS

Just as overseas work attracts diverse types of people, there are many ways in which foreign workers cope with culture shock. If a person strives to achieve interdependence with the host country, which is considered to be the most satisfactory response since it shows that the foreign worker is meeting the challenge of the cross-cultural experience in a healthy way, a dual personality results. The specialist is on the way to becoming a 'multi-cultural man' as growth and understanding develop. This process is on-going as the person progresses through ever-weakening 'after shocks' following emergence from the main 'quake' of initial culture shock. Gudykunst, Wiseman and Hammer (1977) maintained that a cross-cultural 'attitude' is made up of affective, cognitive and conative parts. The first describes the psychological perspective the foreign worker uses in evaluating host culture encounters; the second comprises the stereotypes the person has of the host culture and people (which affect interactions with host nationals); and the third encompasses the behavioural tendencies the foreigner has in interacting with members of the new environment. These three authors believed that the affective component is the core part, influencing the others, facilitating interactions with host nationals and increasing satisfaction with living in another culture. Ideally, the affective perspective is a viewpoint NOT based upon the person's own culture NOR on the host culture. Rather it is a frame of reference for understanding intercultural interactions in general - a sort of 'third culture' perspective - and the viewpoint of the true internationalist, 'multi-cultural man'.

Only a proportion of foreign workers emerge from culture shock with this perspective. As shown in Table 11, many other types have been identified by a variety of authors over the years, including Sewell and Davidson (1956)[1]; Bennett, Passin and McKnight (1958)[2]; Useem (1966)[3] and Sargent (1970)[4].

Hoopes and Althen (1971:28) quoted Stewart as indicating that cultures can be said to vary along five dimensions, namely (i) perception of self (an individual, member of a family, tribal person etc.); (ii) perception of the world (man's relationship with nature, time, space, etc.); (iii) motivation (internal, external); (iv) form of relationships with others (equality, male/female status, etc.); and (v) form of activity (action, thought, etc.). When individuals go abroad, they are confronted with people who have different personal realities derived from different cultural realities. The foreign workers are seldom aware of the full extent or significance of these differences - and neither are their hosts. These two sets of major differences are compounded by the diversity of the people who go to work abroad, with their accompanying range of motives, viewpoints and abilities. From just thirty-four people, Byrnes (1966:106) identified the following five typologies from an elementary linkage analysis of the overseas workers' education, profession and psychological orientation (i.e. desires for security abroad, desire for professional freedom abroad, etc.):

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1. Sewell, W.H. and O.M. Davidson. "The Adjustment of Scandinavian Students". *Journal of Social Issues*, 12, 1 (1956):9-19.
2. Bennett, J.W., H. Passin and R.K. McKnight. *In Search of Identity: The Japanese Overseas Scholar in America and Japan.* Minneapolis: University of Minnesota Press, 1958.
3. Useem, R.H. "The American Family in India". *The Annals of the American Academy of Political and Social Science*, 368 (November 1966): 132-145.
4. Sargent, C. "Psychological Aspects of Environmental Adjustment". Unpublished paper, October 23, 1970.

Table 11
Various characteristic patterns of adjustment to the cross-cultural experience

| Sewell and Davidsen (1956) | Bennett, Passin and McKnight (1958) | Useem (1966) | Sargent (1970) |
|---|---|---|---|
| (Americans overseas) | (Japanese in U.S.A.) | (American WIVES in India) | (North Americans abroad) |
| DETACHED OBSERVERS<br>- Little involvement<br>- Motives technical and well defined<br>- Friends are other expatriates<br>- Few adjustment problems | ADJUSTERS<br>- Able to adapt<br>- Gets best fro<br>both cultures | COPERS<br>- Affirmative<br>- Enthusiastic<br>- Self-directed<br>- Initiate action<br>- High self-esteem<br>- Early problems<br>- If can't solve these, leaves WITH husband | PARTICIPATORS<br>- Very effective<br>- Very involved<br>- Higher performance than normal |
| PROMOTERS<br>- Low/moderate involvement<br>- Committed to own culture<br>- Reluctant participants in host culture<br>- Some adjustment problems | CONSTRICTORS<br>- Conservative<br>- Remains a traditional Japanese | CAUTIOUS<br>- Weighs alternatives carefully<br>- Works through problems<br>- If can't solve these, seeks more conjugal environment | ADJUSTERS<br>- Self satisfied<br>- Do an adequate job<br>- May reject environment though |
| ENTHUSIASTIC<br>- Detach from home and country<br>- Active participants in host culture<br>- Try to capitalise on cross-cultural experience while it lasts<br>- Motives not all technical<br>- Few adjustment problems | IDEALISTS<br>- Liberal<br>- Open to cultural change | SUPPORTERS<br>- Responsive to others<br>- Supportive of others<br>- In structured situations have problems until learn system<br>- If unstructured, may be disorganized | ESCAPERS<br>- Motivated by search for escape<br>- Rejects home environment<br>- Seeks to establish identity within foreign environment |
| SETTLERS<br>- Little attachment to to own country<br>- Adapt slowly<br>- In time, become genuinely and thoroughly adapted to host country | **XENOPHILIACS<br>People who prefer "people and things foreign" wherever they may be | FUMBLERS<br>- Non-coping<br>- Incautious<br>- Non-supportive<br>- Not self-directed nor responsive to others<br>- Burden to husband and community<br>- Complains<br>- Blames others<br>- Unable to cope<br>- Husband may be asked to resign | 'RETREATERS'<br>- Never learns to cope<br>- Develops emotional problems<br>- Often needs t<br>return home |

> Type I: professionally oriented; mostly abroad for the first time.
>
> Type II: *oriented to interpersonal and social approaches ~~in~~ the work role, the majority with prior overseas experience.
>
> Type III: oriented to the administrative process of technical assistance; these were first-timers with educational administration experience.
>
> Type IV: oriented more to the job and the bureaucracy than to the problems, people, or administrative processes of assistance, chiefly persons with long service in government or educational institutions.
>
> Type V: chiefly concerned with adventure; all first-timers. (Byrnes, 1966:106).
>
> *Resembles Gardner's "universal communicator" type.

Byrnes concluded that there was no 'overseas type' but Gardner[1] had suggested in 1962 that the 'universal communicator' type would have least adjustment problems. Characteristics of this 'type' include a well-integrated, stable personality; an extrovert type of central (personal) organisation; a value system that includes the 'values of all men'; a socialisation in cultural universals; and a high, almost telepathic or intuitive, level of sensitivity towards others. Such people are best able to make both the necessary psychological adjustments that enable them to feel at home in the host culture and the social adjustments that come from participation in the host culture and lead to success and satisfaction. Characteristics frequently displayed by these people are patience, intelligence, helpfulness, tolerance, openness and personal warmth.

## SOCIAL INTERACTION (INCLUDING COMMUNICATION)

It is difficult, if not impossible, to draw distinct boundaries between the various facets that go to make up the total cross-cultural experience. However, there does seem to be general agreement among researchers that, for the experience to be as successful as possible, there MUST be interaction between the foreign workers and the host nationals. Many researchers maintain that the degree of contact is significantly related to the levels of satisfaction and adjustment achieved by the foreigners. Equally as many researchers stress that, in order to have social interaction, one must communicate. 'Communication' does not just happen. Hoopes and Althen (1971) indicated that it has to be worked at, using as many methods as possible. For coaches, this is an aspect of paramount importance if they are to build effective relationships with host nationals. Common ground has to be found on which to build communication, verbal or non-verbal. Hoopes and Althen suggested that this common ground can be found by observation of the host culture and especially by the examination of one's own culture. Workers abroad need to have studied their own habitual behaviours and considered the absoluteness of their own values, as well as the assumptions behind these. Foreign workers also need to recognise that host nationals have anxieties, in dealing with the strangers in their midst, concerned with the preservation of their own identities. The strangers need to be alive to the amount of listening that they are doing and the extent to which they are hearing what the host nationals are communicating. Furthermore, the foreigners should try to assess the levels of insecurity they feel in the face of unknown quantities and face up to these by attempting to detach personal egos from home culture reinforcements, thus permitting the honest expression of feelings and the receipt of host culture reinforcements. Careful differentiation has to be made among the locations and roles in the host culture, compared to the home culture, and then attention has to be focused on the differences identified for it is differences that form the most effective barriers to communication. Ninety percent of the technical advisers considered by Byrnes (1966) indicated that a much wider range of inter-personal and cultural sensitivity skills was needed while abroad, in contrast to that necessary at home, because communicating ideas while overseas was more important than performing specific tasks.

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[1] Gardner, G.H. "Cross-Cultural Communication". *Journal of Social Psychology*, 58 (1962):241-256.

The barriers to effective communication are particularly noticeable when the cross-cultural contact occurs between members of a rational-legal, technologically advanced, 'western' type society, such as the U.S.A. or Canada, and those of a traditional, non-technological, 'third world' type society, such as those of many African or Asian nations. High level interpersonal and cultural sensitivity skills are needed. The foreign workers must try and put themselves in the shoes of the host nationals, difficult for most people to do and apparently almost impossible for Americans to do according to Gardner (1962). 'Good intentions' are not enough when working abroad; disastrous decisions and severe insults can easily result from these alone. Brein and David (1971:224) cited the following story by Adams[1]:

> Once upon a time there was a great flood, and involved in the flood were two creatures, a monkey and a fish. Now the monkey, being agile and experienced, was lucky enough to scramble up a tree and escape the raging waters. As he looked down from his safe perch, he saw the poor fish struggling against the swift current. With the very best of intentions, he reached down and lifted the fish from the water. The result was inevitable. [p. 179]. (Brein and David, 1971:224)

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[1] Adams, D. "Cultural Pitfalls of a Foreign Educational Adviser". *Practical Anthropology*, 9 (1962):179-184.

The longer the foreign worker spends in the host culture, the greater is the awareness of one's home culture, especially of the subtle 'cues' for effective functioning and communicating there. At home, these cues are largely subconscious but, as one becomes fully aware of them while in the overseas situation, then comparisons become easier and more obvious, for example, to achieve X at home, one does Y but here one does Z. The foreign workers are thus aided in the modification of their own patterns of verbal and non-verbal communication until their home cues are replaced by host culture cues. Culture shock is lessened because the foreigners are now entering some degree of conscious direction over their own behaviour. As time goes by, this becomes subconscious direction and communication becomes comfortable, meaningful and correctly pitched.

Certain cues are markedly different between cultures and several of these have particular relevance to teaching/coaching. Obviously, the ability to speak the language of the host nation is an asset but, if this facility is not well in place before the person goes to work abroad, then trying to use/develop the second language may not simply be a matter of learning it. It may be a matter of culture. Americans are known to encourage such attempts whereas the French often discourage them. Greater confusion, however, results from not understanding non-verbal cues. Hall (1959)[1] maintained that it is most important that the foreigner quickly learns cues associated with the words, that is, the manner linked to the words. Two major examples relate to time and space. With regard to time, Brein and David (1971:226) cited Cleveland et al[1] about keeping appointments:

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[1] Hall, E.T. *The Silent Language.* New York: Doubleday, 1959.

> As described by Cleveland et al. (1960), if an American is invited to a seven o'clock dinner, he will probably arrive between 5 and 15 minutes after seven. A Scandinavian will probably arrive exactly at seven, and it is likely that he will bring a gift. A Latin may arrive at nine o'clock, and an Ethiopian may arrive somewhat later. A Japanese may not arrive at all, although he had politely accepted the invitation in order to prevent the host from losing face. Hall (1959) reported that an American who has to wait 45 minutes for a business appointment will likely be insulted whereas, in some Latin American countries a wait of 45 minutes would be considered unusually prompt. (Brein and David, 1971:22).

The North American custom of teachers/coaches arriving ahead of students for a lesson/session in order to prepare materials/welcome the students can cause all sorts of difficulties in many African and Asian cultures where students may not enter after the instructor because of the insult conveyed by their 'lateness'. Conversely, if the teachers/coaches are the African or Asian foreign workers in Canada or the U.S.A., they may well be deeply hurt, albeit unintentionally, by the North American student silently slipping into the class/session after it has started.

Teachers and coaches need to be equally aware of the non-verbal significance of spatial behaviour, particularly as this relates to the interaction distances different peoples maintain between themselves during conversations. It has been found that Arabs, Latin Americans, Indonesians, many Africans, Greeks and Italians position themselves much more closely together for conversations than do peoples of Northern Europe, such as Swedes or Scots, Americans and Canadians. Hall (1959) gave the following description of a Latin American and a North American trying to maintain their own 'comfort distances' while in conversation:

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[1] Cleveland, H., G.J. Mangone and J.G. Adams. *The Overseas Americans.* New York: McGraw Hill, 1960.

> the result...that when they [Latins] move close, we withdraw and back away. As a consequence they think we are distant or cold, withdrawn and unfriendly. We, on the other hand, are constantly accusing them of breathing down our necks, crowding us, and spraying our faces [1959, p. 164]. (Brein and David, 1971:227)

One further aspect of culture in communication that can lead to much dissonance and harm between North Americans and peoples of other cultures, especially those of Asia, the Arab lands or Africa, is the former's degree of frankness, an openness which 'bares one's soul'. This contrasts markedly with the importance of 'face', a diplomacy which 'guards one's inner privacy', often of prime importance in these geographic areas. The differences in the intent and execution of openness versus face-saving can lead to a totally false interpretation of the interaction. This false interpretation may be concerned with meaning, or intent, or the degree of intimacy involved, or the status balance within the interaction. Brein and David gave the following examples from Triandis, Vissiliou and Nassiakou (1968)[1]:

> A person from one culture may provide what he considers to be friendly criticism to a person from another culture only to discover that the other person interprets it as "hatred." Or, a person from culture A behaves in a manner which he considers extremely "positive" toward a person from culture B. However, the individual from culture B perceives the behavior as "neutral," and in turn, the individual from culture A feels that he is "given the cold shoulder" [p. 33]. (Brein and David, 1971:227)

Kluckhohn (1949:28)[2] compared learning to 'read' a foreign culture to learning to read a map accurately, saying that "if you know a culture, you will know your way around in the life of a society". It is the signs and symbols on display for the foreign worker that, once mastered, lead to a successful adjustment, effective functioning and a worthwhile experience.

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[1] Triandis, H.C., V. Vassiliou and M. Nassiakou. "Three Cross-Cultural Studies of Subjective Culture". *Journal of Personality and Social Psychology*, 8, 4, (2), 1968.

[2] Kluckhohn, C. *Mirror of Man*. New York: McGraw-Hill, 1949.

## BACKGROUND AND SITUATIONAL FACTORS

In trying to predict cross-cultural effectiveness and success, it has been found that background and situational factors give slightly more accurate indications than do personality factors. If the foreign worker has linguistic ability, effectiveness is higher. It also appears to be higher when the overseas expert is placed in an urban rather than a rural environment, especially if the person is American, and if the host nation is European rather than African or Asian. A strong religious belief tends to keep up morale while abroad but, ultimately, success seems to go to those who were effective at work and who were communicators at home. (See also page 38).

## CROSS-CULTURAL EFFECTIVENESS

In contrast to the amount of material available on the cross-cultural experience in general, and on culture shock in particular, there is a distinct paucity of material on cross-cultural effectiveness in any field. As Ruben (1978) wrote, "little scholarly attention has been devoted to the analysis of the problems and the components of professional or vocational effectiveness in cross-cultural...settings". When one seeks to examine cross-cultural effectiveness in coaching, or in sport, or even in the broad field of recreation, this paucity of material becomes a virtual dearth. Consequently, the final part of this chapter dealing with related literature will concern itself with a review of the general material available on cross-cultural work effectiveness and will conclude with a summary of the only piece of research found that comes close to a consideration of cross-cultural 'coaching' effectiveness, namely Myer's 1961 study of American educators abroad.

Fiedler wrote in 1966 that "the performance of heterocultural groups is today of considerable importance". Over twenty years later, his statement is even more true as cultural heterogeneity has become the focus of international business, of government organisations, of inter-disciplinary research, of world sport and often of many ordinary peoples' everyday lifestyles. Pick up a newspaper or switch on the television and one is halfway around the world in an instant. No longer is any one part of the world, or even one person, totally unaffected by other parts and other peoples. Movements across national and cultural boundaries are commonplace and judgments, actions and reactions based solely upon one's own cultural mores are often not entirely appropriate in the late twentieth century. When people move to work, as many do today, in another country and another culture, how effective are they? In recent years, a few researchers and organisations have been studying cross-cultural effectiveness. These include the Organisation for Economic Co-operation and Development (O.E.C.D.) in Paris, the Canadian International Development Agency (C.I.D.A.) in Ottawa, the Society for Intercultural Education, Training and Research (SIETAR) in Washington, D.C., the East-West Center and the Center for Cross-Cultural Training and Research, University of Hawaii, the Centre for Research and Education (now incorporated into Morgan, Stahl and Boyer) in Boulder, Colorado, and Rutgers University in New Brunswick, New Jersey.

Respectively associated with these institutions are certain researchers whose works make up the bulk of the materials currently available on cross-cultural effectiveness, namely Denyse Harari (1974), Daniel J. Kealey (1977, 1979, 1983); Kealey and Ruben; Peter Adler (1972, 1975) and Kenneth H. David (1972); Michael Tucker (1974); and Brent D. Ruben (1977, 1979, 1983).

## CONCEPTUALISING CROSS-CULTURAL EFFECTIVENESS

Ruben, Askling and Kealey (1977) considered that effectiveness is the way in which a foreigner's psychological adjustment to cultural adaptation, and especially to culture shock, is defined. Culture shock has been fully described earlier (page 69). Psychological adjustment can be taken to mean the degree of comfort, self satisfaction and acceptance that obtains upon the person's emergence from culture shock. Effectiveness, however, takes account of the extent to which the foreign workers' problems in culture shock and their levels of comfort, self satisfaction and acceptance after culture shock impact upon the _other people, especially host nationals_, with whom the foreigners perforce interact as a result of their presence in the host culture. Effectiveness has an interactive focus. As such, it is very closely tied with the foreign worker's ability to participate in the host culture and socially interact with its nationals. In addition, a foreign expert, in order to be fully effective in the cross-cultural situation, most possess two complementary competencies. These are the ability to complete a task efficiently (job competency) and the ability to relate effectively to other people in the process (communication competency). Ruben summed it up thus when he wrote in 1977 that effectiveness seems minimally to demand "knowing one's stuff" plus "getting it across". The latter involves both participation and skills transfer.

## PURPOSES, PROBLEMS AND POINTERS TO SUCCESS

Harari (1974:11) gives the following definitions of technical co-operation and the technical assistance expert (T.A.E.) which may equally well be applied to coaching and the coach:

> ...technical co-operation can be termed a form of international collaboration whose purpose is to secure the transfer of skills by dispatching experts in specialised fields from countries where they are available ... to countries where they are less numerous or non-existent. ...the technical assistance expert can be described as an agent who initiates a (group) into techniques or ideas with which (they are) not familiar...

Harari maintained that the technical assistance expert is a point of contact between two cultures, a bringer of change and maybe a source of influence. She maintained that a T.A.E.'s activities may have repercussions going beyond the individual level, irrespective of the presence or absence of differences in the relative levels of national development in the T.A.E.'s homeland and the host country. The purposes of the undertaking are the same, namely, the fostering of development in the country to which sent; the satisfying of the expectations of both the donor and recipient (organisations); and the establishment of inter-cultural contacts and communications between two worlds.

Consciously or unconsciously, the T.A.E. is a medium for a flow of exchanges in all fields, not just the specialised technical one. The expert may fulfil the role of adviser, assistant, teacher of equals or of students or a composite role made up of any or all of the above. It is not surprising, therefore, that in order to be successful, T.A.E.'s need to be adaptable, open-minded, understanding and able to transmit 'know-how' because, in addition to the complexities of the role(s), many barriers may present themselves that mitigate against effectiveness and success. Myers (1961), Barna (1972), Harari (1974), and Ruben, Askling and Kealey (1977) suggested some of the most significant and frequently-occurring barriers encountered by foreign workers abroad. These are given in the following composite list.

Objectives of the 'tour'
Political relations between home and host nations
Political system in host nation
Political interference
Administrative/bureaucratic interference from home or host nation institutions
Authority and power relationships
Lack of real purpose
'Tours' with no follow-up
Under-employment
Excessive responsibilities
Lack of facilities
Cultural attitudes to work and/or training
Instability of trainees
Preconceptions and stereotypes
Tendencies to evaluate and prejudge
Antipathy
Language
Different values of the spoken word
Different values of non-verbal communication
Different cues
Misleading/partial information
Favouritism
Anxiety which inhibits expression
Assertiveness
Derisiveness
Argumentativeness
Excessive frankness
Too pronounced an effort to assimilate.

T.A.E.s react differently to different barriers depending on their original social and cultural milieux, their attitudinal 'roots' and the forces acting on, and meeting in, the overseas sphere of operations. These are shown diagrammatically in Figures 16, 17, and 18, accompanied by the original author's own explanations.

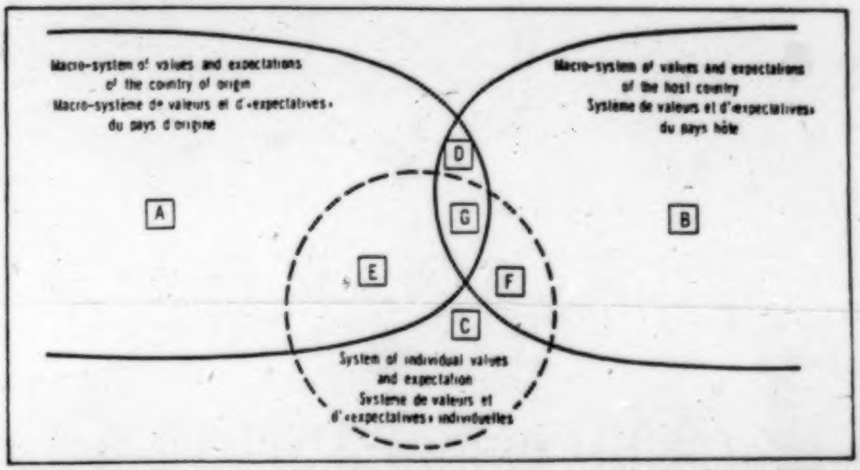
Macro-system of values and expectations of the country of origin
Macro-système de valeurs et d'«expectatives» du pays d'origine
Macro-system of values and expectations of the host country
Système de valeurs et d'«expectatives» du pays hôte
System of individual values and expectation
Système de valeurs et d'«expectatives» individuelles
A
B
C
D
E
F
G

Figure 16. The three systems impacting upon a technical assistance expert, shown partially interlocking. (Harari, 1974:27). Reproduced with permission.

In Figure 16, the intersection of the three systems and the intersections of the systems taken in pairs form areas (or sub-systems) which vary in extent and are determined by the varying number of coinciding elements:

A) is that part of the macro-system of values and expectations of the expert's country of origin which does not coincide either with the macro-system of the host country or with his own individual system;

B) is that part of the macro-system of values and expectations of the host country which does not coincide either with the macro-system of the country of origin or with the expert's own system;

C) is that part of the expert's individual system of values, needs and aspirations which does not coincide with either of the two macro-systems;

D) is the area of intersection of the two macro-systems which comes completely outside the expert's system;

E) is the area of intersection of the macro-system of the expert's country of origin and his own individual system;

F) is the area of intersection of his own individual system and the system of the host country;

G) is the area of intersection of the three systems.

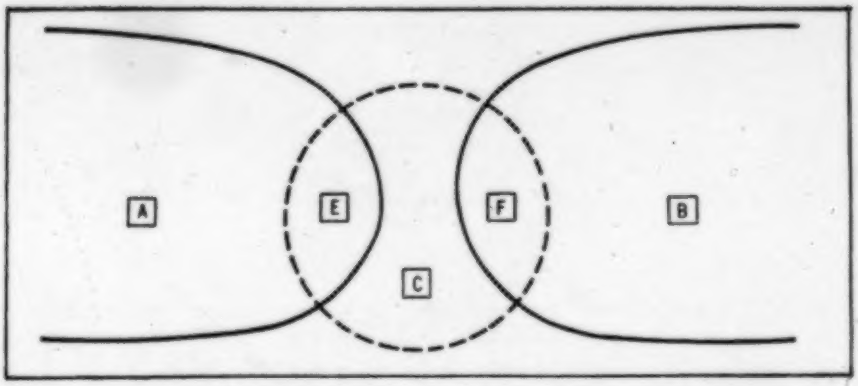

Figure 17. The three systems impacting on a technical assistance expert with the macro-systems not inter-locking. (Harari, 1974:28). Reproduced with permission.

Figure 17 illustrates the case where none of the elements of the two macro-systems coincides, hence one where it is not possible to formulate a definition of the expert's mission in which any aspect concurs with the values and demands of the two macro-systems.

There are manifestly three choices offered to the expert: he can act either

i) in accordance with the values situated in area (E), i.e. in accordance with "Western values" without any reference to the demands of the host country, or

ii) in accordance with his own purely egocentric interests [activity within area (C)], or

iii) exclusively in accordance with those values in his own system which coincide with the host country's system. In such a case, it is impossible for his mission to be a success, because area (G) does not appear in the diagram.

Like Figure 16, Figure 18 illustrates the possible relationships between the three systems, but with the difference that an area of coincidence is displayed between them. In addition, we have tried to situate the different types of behaviour shown by experts and described in the text:

Circle (1) represents the expert's behaviour expressing the fullest agreement possible between his individual values and those of his country of origin: it corresponds to the behaviour of the type of expert we have called the "agent of the Western way of life" (1). Similarly, area (2) is the seat of behaviour of the purely professional type, where the expert's values, while remaining fundamentally Western, are closer to those of the recipient country. We have represented this attitude by situating it closer to area (B).

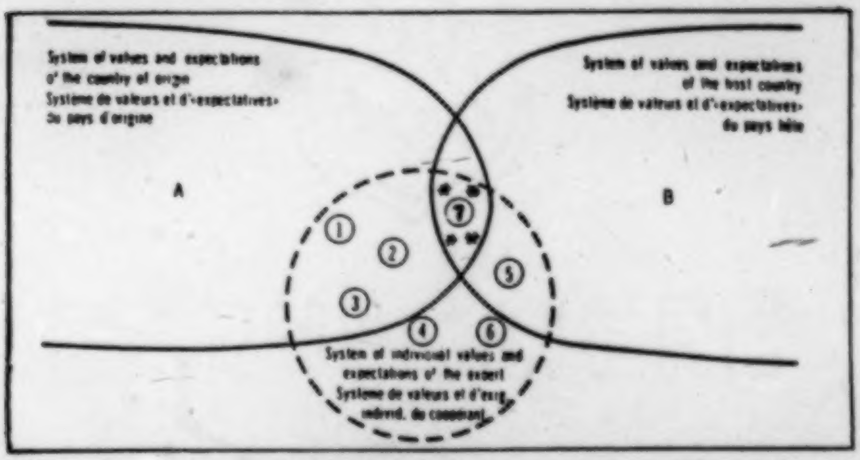
System of values and expectations of the country of origin
Système de valeurs et d'«expectatives» du pays d'origine
System of values and expectations of the host country
Système de valeurs et d'«expectatives» du pays hôte
A
B
1
2
3
4
5
6
7
System of individual values and expectations of the expert
Système de valeurs et d'exp. individ. du coopérant

Figure 18. The three systems impacting on a technical assistance expert, shown interlocking and with associated behaviours. (Harari, 1974:28). Reproduced with permission.

> "Bureaucratic" behaviour is represented at (3) in a position which is more removed from the values common to the three systems but is closer to those which are the expert's exclusive concern. Position (4) is that of the expert who dismisses any consideration of the end-aim of his mission and retreats into the enjoyment of purely personal satisfactions. The playboy is the extreme manifestation of this attitude but it is not the only one and there may be others with different moral connotations. The various instances in which experts take no account of the value systems of their country of origin and devote all their attention to those of the host country come under position (5). This includes, for example, the case of experts who, prompted by an ideology for or against the established order, plunges more or less directly into the affairs of the host country. At position (6), we have represented a type of conduct which, while rather similar to that described at (4), is different inasmuch as the experts profit from local values. He may withdraw into himself, but at the same time he may acquire exotic tastes. Lastly, at (7), we have the position of the expert whose conduct strikes a balance, albeit a delicate one, between the demands of the three systems and who manages to adapt, in an active and rewarding manner, to the many and varied demands of his mission while not paying too high a price in terms of sacrificing his individual expectations and values. This compromise entails constant effort and unceasing vigilance.

A person who is quite effective in one culture may be a dismal failure in another. Guthrie (1975)[1] and Hawes (1976)[2] both stressed the importance of situational factors in the success or failure of the foreign worker abroad. In addition to the background factors the worker brings home, the context in which the T.A.E. is placed can be critical. These two authors stated that any or all of the following contexts shown in Table 12 can exert great influence on the T.A.E.'s effectiveness:

Table 12
Situational factors

| |
|---|
| Location urban or rural |
| Position isolated or in a group |
| Managerial position or subordinate position |
| With host nationals or own ex-patriates |
| Vocational role or non-vocational |
| Culture developed or developing |
| Life pace fast or slow |
| Sex roles equal or unequal |
| Age revered or a disadvantage |

Harari (1974:38) questioned both the foreign experts themselves and those who hired them on the conditions that they felt led to success and effective functioning. They identified the items listed below:

Preciseness of role definition
Accuracy of advance information
Realism and compatibility of tour's objectives
Absence of open conflict
Narrowing of the cultural gap
Receptivity of local counterparts
Logistic support
Individual qualities, motivations and training

Elaborating upon the last item listed, the respondents indicated that, as far as the intellectual, moral, psychological, social and physical qualities of the individual were concerned, the expert's success was largely governed by the cordiality of relationships established with host country nationals. The T.A.E. may be motivated by a sense of vocation, a search for adventure or experience or may merely view the tour as a job of work. Training may make the expert an entrepreneur, an adventurer, a catalyst or an intermediary. When trying to identify predictors of effectiveness, however, motivations and training took second place to the ability to communicate and to establish 'good relations'.

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[1] Guthrie, G.M. "A Behavioural Analysis of Culture Learning". In Brislin, R.W., S. Bochner and W.J. Lonner. *Cross-Cultural Perspective on Learning*. New York: Wiley, 1975.

[2] Hawes, F. Unpublished report, Human Resources Division: Canadian International Development Agency. Ottawa. December, 1976.

## PREDICTORS OF CROSS-CULTURAL EFFECTIVENESS

Ruben, Askling and Kealey (1977) stated that this aspect, predictors, has received little focused attention. Table 13 details the predictors identified over recent years. As more and more people move and work internationally, the search for reliable predictors of, and training methods to give, cross-cultural effectiveness has intensified.

Table 13
Predictors of cross-cultural effectiveness

| Cleveland et al. (1960) | Adler (1974) (Multi-cultural man) | Samovar and Porter (1976)[1] |
|---|---|---|
| . Technical skill<br>. High motivation<br>. Cultural empathy<br>. Political sensitivity<br>. Organisational ability<br>. Personality | . Psychocultural adaptability<br>. Continuous undergoing of personal transitions<br>. Maintenance of indefinite boundaries of self | . Ethnocentrism<br>. Patterns of thought<br>. Roles and role prescription<br>. Language<br>. Use and organisation of space<br>. Time conceptualisation<br>. Non-verbal expression |

Table 13 (continued)

| Gudykunst et al. (1977) (Third culture perspective) | Ruben and Kealey (1979) | Craven (1988) |
|---|---|---|
| . Open mindedness<br>. Empathy<br>. Accuracy in perceiving similarities and dissimilarities<br>. Non-judgmentalness<br>. Astute non-critical observation of own and others' behaviour<br>. Relationship-building skills<br>. Lack of ethnocentricity | . Display of respect<br>. Interaction posture (non-judgmentalness)<br>. Orientation to knowledge<br>. Empathy<br>. Role behaviour flexibility<br>. Interaction management<br>. Tolerance for ambiguity | . Interpersonal skills<br>. Professional competency<br>. Intercultural interaction and adjustment<br>. Personal qualities (especially self-confidence, self-control under stress and frankness) |

1. Samovar, L.A. and R.E. Porter, eds. *Intercultural Communication: A Reader*. Belmont, California: Wadsworth, 2nd ed. 1976.

## THE SEARCH FOR RELIABLE EFFECTIVENESS PREDICTORS

The on-going research of Brent D. Ruben of Rutgers University and Daniel J. Kealey of C.I.D.A. is noteworthy in this respect. In 1979 they attempted to provide empirical evidence to support the commonly held contentions that the skills which produce competency in Western cultures - inter-personal and social communication skills - were also ones that determined cross-cultural effectiveness. They examined the seven items, listed in Table 13, operationalising them as performance or behavioural skills because:

> Although...attitudes, values, motives, beliefs, and cognitions certainly play an important role in the dynamics of human interaction, it is likely that, in terms of prediction, what one *does* is the best indication of what one *will do* at some future time or place (Ruben, 1976, p. 345).

Each predictor was defined in the following way:

| | | |
|---|---|---|
| (a) | Display of respect | - confers status on recipient<br>- contributes to self-esteem<br>- fosters a positive regard for giver |
| (b) | Interaction posture | - descriptive, not judgmental<br>- contributes to development of supportive climate by indicating concern for others<br>- fosters a positive regard for giver<br>- may lead to improved facility of information transmission |
| (c) | Orientation to Knowledge | - knowledge is individual in nature<br>- different people explain themselves and the world around them in different terms<br>- recognition of the above eases adjustment to other cultures |
| (d) | Empathy | - 'put oneself in another's shoes'<br>- ability to infer another's thoughts<br>- ability to project a reasonably accurate sense of another's thoughts |
| (e) | Role behaviour | - task-orientated/problem-solving<br>- group socio-emotional/relationship-building<br>- individualistic (this may be dysfunctional)<br>- flexibility in first two is a cross-cultural asset |
| (f) | Interaction management | - taking turns (i.e. in discussion, etc.)<br>- starting/ending interaction based on accurate assessment of needs/desires of others<br>- the first above indicates 'other-directedness', a cross-cultural asset |
| (g) | Tolerance for ambiguity | - ability to react to new and ambiguous situations with minimal discomfort<br>- the above is an important cross-cultural asset |

Each skill dimension was characterised in specific, observable behaviours and given indices so that a trained observer could assess them using a Likert-type scale. Observer ratings were compared, using the Pearson Product-Moment Correlation, for a pre-test of participants in a week-long training programme (to prepare them for a two-year-long tour in Kenya). Results obtained indicated that (a), (d), (e) self and (f) were significant beyond the 0.001 level and that (b), (c) and (g) were significant beyond the 0.05 level. In the direction of significance, but not reaching the 0.05 level were (e) group and (e) task.

A year later in Kenya a post-test was carried out to try and determine whether and how the communication behaviours observed in training would predict success or failure cross-culturally. This first required the conceptualisation, operational definition and identification of measurement methods for 'adaptation'. To do this, Ruben and Kealey (1979) drew upon earlier researchers' views that cross-cultural adaptation results from psychological adjustment and/or the dynamics of culture shock and/or interactional effectiveness. They then undertook an examination and clarification of the empirical relationships between psychological adjustment/culture shock dynamics/inter-actional effectiveness and further correlated these with effectiveness.

Psychological adjustment and effectiveness

Four psychological adjustment indicators were used (three self-report and one by a trained psychologist) thus:

I. Open-ended responses on personal dimension of life in a developing country

II. Three-word written response to cross-cultural experience after twelve months.

III. Scores from six question alienation/adjustment index (a modification of Middleton, 1963[1]).

IV. 1-5 rating by trained psychologist of in-the-field observations of psychological adjustment.

Using Spearman Rank-Order Correlations, Ruben and Kealey found that psychological adjustment correlated with effectiveness at 0.692 (p=0.005) but appeared largely unrelated to culture shock dynamics. With regard to the seven communication behaviours, psychological adjustment was most closely related to (a) Respect (r=0.686, p=0.005) and to (f) Interaction Management (r=0.337, p=0.10). After one year in the field, RESPECT was by far the best predictor.

Culture shock dynamics and effectiveness

To assess the significance of culture shock as a predictor of effectiveness, the respondents were each asked four questions, each of which required a three-word description of the person's feelings about the cross-cultural experience during the first few weeks, after three-four months, after seven-eight months and after twelve months. The words were to be chosen from a specifically devised adjective list that contained 156 words one might use in characterising one's experiences in a developing country in one's first year there. Valence scores were plotted for each respondent and, based on the intensity and directionality of the resulting culture shock profiles, shown in Figure 12, each person was classified as having 'relatively little or no apparent culture shock' (1) to 'pronounced or relatively pronounced culture shock' (5), as listed in Figure 19. Table 14 gives the full details of the respondents' answers to the culture shock questions. These are included here to facilitate comparisons with the findings of the current survey as given in Chapter VIII.

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[1] Middleton, R. "Alienation, Race and Education". *American Sociological Review*, 28 (1963):973-977.

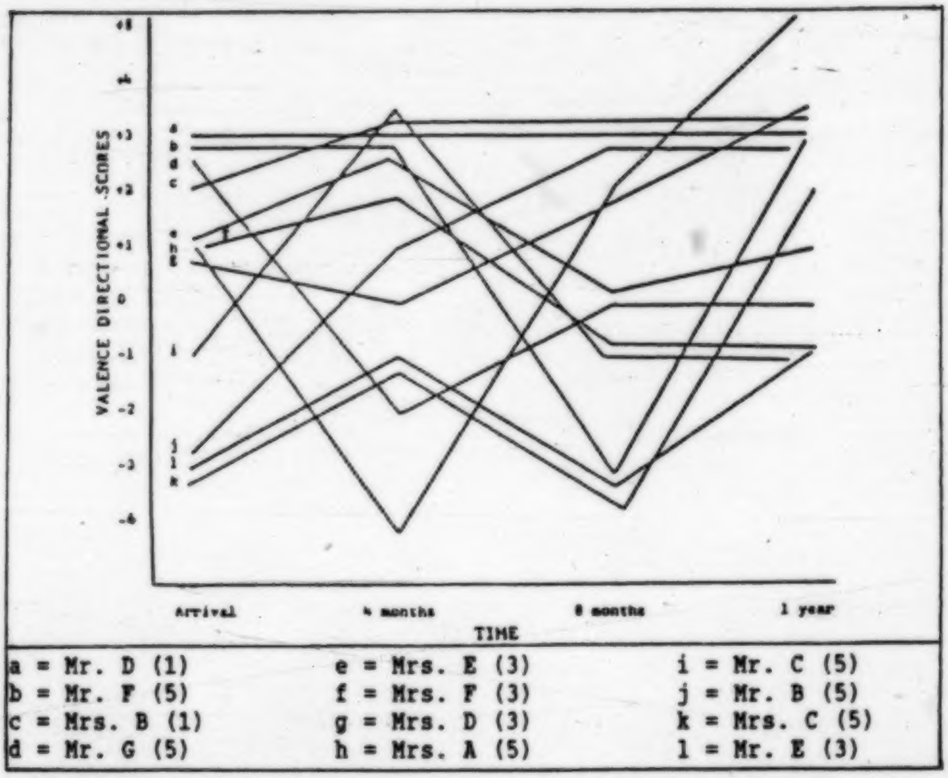

Figure 19. Culture shock indicator. (Ruben and Kealey, 1979:25). Reproduced with permission.

Culture shock ratings were found to be essentially unrelated to either psychological adjustment or international effectiveness and culture shock emerged as a distinct and separate aspect of the cross-cultural experience. A second and equally clear finding emerged from this part of the survey and that was that all seven communication

Table 14
Culture shock responses in full

| Respondent | One Month | Four Months | Eight Months | Twelve Months |
|---|---|---|---|---|
| Mr. A | - | - | - | - |
| Mrs. A | Optimistic(+1)<br>Enthusiastic (+1)<br>Confused(-1) | Frustrated(-1)<br>Self-Centered (-1)<br>Impatient(-1)<br>Complaining(-1 | Adaptable(+1)<br>Patient(+1)<br>Frustrated(1)<br>Sociable(+1) | Active(1)<br>Confident(+1)<br>Contented(+1)<br>Outspoken(+1)<br>Optimistic(+1) |
| Mr. B | Confused(-1)<br>Frustrated(-1)<br>Tense(-1) | Hopeful(+1)<br>Doubts(-1)<br>Patient(+1) | Confident(+1)<br>Relaxed(+1)<br>Enjoyable(+1) | Satisfied(+1)<br>Optimistic(+1)<br>Empathetic(+1) |
| Mrs. B. | Pleasant(+1)<br>Grateful(+1) | Good(+1)<br>Educational(+1<br>Grateful(+1) | - | Rewarding(+1)<br>Educational(+1)<br>Grateful(+1) |
| Mr. C | Interesting(+1<br>Apprehensive (-1)<br>Unfamiliar(-1) | Interesting(+1<br>Adjusted(+1)<br>Satisfied(+1) | Interesting(+1<br>Routinish(-1)<br>Progress(+1) | Interesting(+1)<br>Slightly boring (-1)<br>Accomplishment (+1) |
| Mrs. C | Monotony(-1)<br>Apprehension (-1)<br>Indefinite(-1) | Interest(+1)<br>Indecisive(-1)<br>Dissatisfaction(-1) | Reconciled(-1)<br>Controversial (-1)<br>Obscure(-1) | Compromise(n)<br>Perceptive(+1)<br>Tolerant(+1) |
| Mr. D | Optimistic(+1)<br>Confident(+1)<br>Pleasant(+1) | - | - | Optimistic(+1)<br>Confident(+1)<br>Energetic(+1) |
| Mrs. D | Tired(-1)<br>Happy(+1)<br>Excited(+1) | Contented(+1)<br>Sensitive(n)<br>Indifferent(-1 | - | Adapted(+1)<br>Confident(+1)<br>Tactful(+1) |
| Mr. E | Bewildered(-1)<br>Resentful(-1)<br>Suspicious(-1) | Confused(-1)<br>Impatient(-1)<br>Optimistic(+1) | Thwarted(-1)<br>Isolated(-1)<br>Hopeless(-1) | Frustrated(-1)<br>Impatient(-1)<br>Hopeful(+1) |
| Mrs. E | Magnificent country(+1)<br>Beautiful climate(+1)<br>Unsettled(-1) | Beautiful climate(+1)<br>Lovely scenery(+1) | Wariness(-1)<br>Organized(+1) | Gorgeous climat (+1)<br>Careful-cautiou (-1)<br>Content(+1) |
| Mr. F | Exciting(+1)<br>Enthusiastic (+1)<br>Adventurous(+1) | Ambitious(+1)<br>Active(+1)<br>Interested(+1) | Pessimistic(-1<br>Frustrated(-1)<br>Stubborn(-1) | Interested(+1)<br>Realistic(+1)<br>Hopeful(+1) |
| Mrs. F | Excited(+1)<br>Amused(+1)<br>Shocked(-1) | Relaxed(+1)<br>Questioning(n)<br>Glad(+1) | Suspicious(-1)<br>Wondering(-1)<br>Contented(+1) | Cynical(-1)<br>Happy(+1)<br>Fearful(-1) |
| Mr. G | Optimistic(+1)<br>Pleasant(+1)<br>Reasonable(+1) | Pessimistic(-1)<br>Persevering(-1) | Pessimistic(-1)<br>Relaxed(+1) | Pessimistic(-1)<br>Relaxed(+1) |

(Ruben and Kealey, 1979:30-31). Reproduced with permission.

behaviours were correlated with culture shock at the 0.10 level or better. The best predictor was (c) ORIENTATION TO KNOWLEDGE (r=0.705, p=0.005), closely followed by (e) group ROLE ORIENTATION (r=0.687, p=0.01). At highly significant levels also were (d) Empathy, (f) Interaction Management and (b) Interaction Posture (non-judgmentalness).

It is especially interesting, in view of the fact that the present study draws heavily for its base upon Kealey's work, that some striking findings emerged from the Kenyan study, findings that Ruben and Kealey indicate are contrary to much of the writing on culture shock and the cross-cultural experience. These writers stated that:

> *...persons who were most aware of the personal and subjective nature of their perceptions, knowledge, values, biases, and so on, experienced the most intense culture shock.* Persons who tended to generalize their own perceptions, "truths", and values to others, conversely, experienced less culture shock.
>
> Apparently, the more aware one is of the limitations of his or her truths, the more one is aware of and affected by the presence of persons with substantially different and potentially conflicting world-views. For this sort of person, it is likely that being confronted by different orientations toward even the most basic aspects of life - as is often characteristic of cross-cultural experiences - could easily lead to intrapersonal turmoil and even confusion as one seeks to resolve value contradictions and discrepancies.
>
> Our data suggest that persons with the opposite orientation don't have this problem. Those who easily generalize their own views to others, are frequently the sorts of persons who assumes that *different* perspectives, "truths", etc., are wrong and the product of under-education, misperception, misguidedness, and immaturity. It is likely that for persons with this sort of epistemological orientation, interpersonal and cultural differences do not in any way represent a fundamental threat to their own perceptual, conceptual or personal stability, and may be easily dismissed.... Persons who were observed to be relationally-oriented in interpersonal and group situations during training in Canada, tended to experience more culture shock than persons who were less proficient in interpersonal and group maintenance. Perhaps because of their greater attention to interpersonal concerns, this group of persons was more impacted by the suspension of the relationships which

> they had valued in Canada. Following this same reasoning, it seems likely that persons who were less relationally-sensitive, would be less impacted by the shift to a new interpersonal network.... Persons who tended to be concerned with turn-taking in initiating, carrying forth, and terminating interactions (and who presumably were more aware of other's communicative needs), were somewhat more prone to culture shock than persons who did not display a turn-taking posture.... Persons who were non-judgmental in reacting to others during training tended to experience relatively more culture shock than persons who tended to react in an evaluative manner. As with *orientation to knowledge,* this runs somewhat contrary to cross-cultural folk-lore, where it suggested that persons with more "other-directed" communication skills would fare the best during cultural transition. (Ruben and Kealey, 1979:40). Reproduced with permission.

## Interactional effectiveness and effectiveness

The final consideration of the Kenyan study was to examine how the extent of cultural participation and interaction with nationals, plus concern for, and success at, transferring skills to persons of the host culture could predict overall effectiveness. Three indicators were used:

I Interpreted self-reports through open-ended questions

II A quantification of assessments of respondents by colleagues and supervisors in Kenya and Canada, mostly from interview data

III Detached-observer assessment by interviewers who observed the respondents interactions with host nationals at work

Effectiveness ratings were found to correlate with those of psychological adjustment at 0.692 (p=0.005) but there appeared to be little correlation with culture shock. Six of the communication behaviour patterns under review were found to be related significantly to interaction effectiveness, both interaction with nationals and the transfer of skills. The highest correlation occurred with (3) task ROLE ORIENTATION but this was INVERSE (r=0.544, p=0.05). It seemed that people who were excessively task-orientated - a success orientation in Western cultures and, therefore, often a basis for selection - tended to be less effective in the cross-cultural work situation, as were those with a self-centered role orientation. Best were those whose skills contributed straight-forwardly to a person's satisfactory functioning with others, the skills of those with a group role orientation.

Ruben and Kealey concluded that "various behavioural patterns observed during training in Canada did predict with varying degrees of certainty to outcomes in the field one year hence". They found culture shock to be distinct but that adjustment and interaction effectiveness are functionally related. There were differences apparent in the ways in which the various communicative behaviours predicted best to each dimension, for example, Respect predicted to adjustment but much less so to interaction effectiveness while Interaction Profile, Role Behaviour, Orientation to Knowledge, Self-centered Behaviour and Ambiguity Tolerance predicted interaction effectiveness but much less so to adjustment. Much more research is necessary.

## THE SEARCH CONTINUES

Four years later, these same two researchers were continuing their search for predictors of overseas success, focusing especially on personnel selection criteria, issues and methods, as well as on training. Failures are expensive but, because of the many complex factors involved in effective cross-cultural adjustment, the development of valid criteria for overseas success is immensely difficult. The amount of research being undertaken is increasing and some of it is empirical in nature. The work of Hawes and Kealey (1979), upon which the present study is modelled, led to the development of profiles of the effective working technical adviser overseas and of the effective non-working spouse. The impact of the effectiveness of a wife on the male expert overseas is seen as one of the most decisive factors determining that worker's success. The wife's opinions are being ranked first in importance by foreign managers and fourth by managers in the home nation. Kealey and Rubens' (1983) profiles are shown in Figures 20 and 21.

In their attempts to predict cross-cultural success, these authors were responding in part to Tucker's 1974[1] statement. Tucker had completed an in-depth review of literature that encompassed 245 documents and had concluded that a 'criteria problem' existed, namely "that success overseas had never adequately been described or measured". When one sets this problem against the complexities produced by the differences in personnel, overseas countries, natures of projects, situations, lengths of stay, and so on, the generalisation of findings to have wide and accurate applicability is immensely difficult and barely possible.

Some progress has been made, however. Hawes and Kealey (1980) arrived at the following definition and indicators of overseas effectiveness:

> Overseas effectiveness is the capacity to live and work effectively on overseas assignment. To be effective overseas is to be personally adjusted, family adjusted, and satisfied, professionally competent, and inter-culturally active. (Hawes and Kealey, 1979:158)

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[1] Tucker, M. *Screening and Selection for Overseas Assignment: Assessment of Recommendations to U.S. Navy.* Denver, Colorado: Centre for Research and Education, 1974.

**ASSUMPTION: PROFESSIONAL QUALIFICATIONS**

Qualifications include appropriate educational background, training and experience, along with commitment to the overseas job. The individual should understand how professional and technical skills must be modified to fit local conditions and constraints.

### 1. OBSERVED BEHAVIOR

**A. INTERPERSONAL SKILLS**

FLEXIBILITY - flexible response to ideas, beliefs or points of view of others; open

RESPECT - response to others which helps them feel valued attentive and concerned; acknowledges

LISTENING - a good listener who accurately perceives needs and feelings of others

RELATIONSHIP - demonstrated ability to build and maintain relationships; trusting, friendly and cooperative

CONTROL - calm and in full control when confronted by interpersonal conflict or stress

SENSITIVITY - sensitive to local realities, social, political or cultural

**B. SELF ASSERTION/IDENTITY**

FLEXIBILITY - one of the first to act, make suggestions or propose a plan of action

CONFIDENCE - expresses and demonstrates self-confidence with regard to personal goals and judgment

FRANKNESS - frank and open in dealing with others

### 2. SELF-PERCEPTION

**A. SELF-RATINGS**

- open/non-ethnocentric
- open/flexible
- family communication
- frankness
- self-confidence/initiative
- harmony with others
- outgoing

**B. REALISTIC PRE-DEPARTURE EXPECTATIONS**

Prior to departure, the individual should be realistically aware of the constraints and barriers to effective performance but nevertheless be fairly optimistic about success

- some concerns about living overseas
- expects a rewarding experience

Figure 20. Profile of the effective working individual overseas. (Kealey and Ruben, 1983:130). Reproduced with permission.

**1. OBSERVED BEHAVIOR**

**A. INTERPERSONAL SKILLS**

RESPECT - response to others which helps them feel valued; attentive and concerned; acknowledges others

LISTENING - a good listener who accurately perceives the needs and feelings of others

RELATIONSHIP - demonstrated ability to build and maintain relationships; trusting, friendly and cooperative

FLEXIBILITY - flexible response to ideas, beliefs or points of view of others; open

**B. INTEGRATION/IDENTITY**

CONTROL - calm and in full control when confronted by obstacles or interpersonal stress

DECISION MAKING - when making a decision, first cautiously weighs all the factors involved

FAMILY COMMUNICATION - demonstrates relaxed friendly communication with members of immediate family

**2. SELF-PERCEPTION**

**A. SELF-RATINGS**

- frankness
- family communication
- non-ethnocentrism
- self-confidence/initiative
- decision-making

Figure 21. Profile of the effective non-working spouse. (Kealey and Ruben, 1983:159). Reproduced with permission.

The writers go on to give detailed descriptions of the three concepts incorporated in the above definition.

Personal/family adjustment is the ability for all members to be happy and personally satisfied with the overseas situation.

Indicators are:

engaging in enjoyable activities
expressing satisfaction with the environment, living and working conditions
minimum of complaints about conditions, about nationals or host culture
minimum of overly facile stereotyping of host nationals
no fascination with one's own country and 'back home'
adjustment as a family unit

Professional effectiveness they define as the possession of technical skill and knowledge, resulting in the capacity to perform daily tasks, duties and responsibilities of the overseas job.

Indicators are:
- technical background and qualifications
- demonstrated commitment to the job
- understanding of local technical conditions and local ways of operating in the specific technical area

Intercultural interaction represents an interest in and capacity for interaction with nationals and the host culture.

Indicators are:
- interaction with nationals socially and on the job
- interest in, and some knowledge of, the local language, such as modes of greetings or salutations
- knowledge of local non-verbal modes of communication
- factual knowledge about the local culture
- expressing concern with, and training nationals
- tolerance and openness toward local culture and conditions, local mentality and customs
- attitudes of collaboration and co-operation

Much of the literature that is available tends to focus on effectiveness in relation to personal (and family) adjustment (and satisfaction), implying that if foreigners become well adjusted overseas, they will automatically be effective. It would seem to follow that the less culture shock experienced, the faster the adjustment process will take place. Redden (1975) developed a Culture Shock Inventory, a self-report test that attempts to identify the people who are likely to experience difficulty in coping with culture shock. He concluded that personnel who score low on ethnocentrism and high on the other seven characteristics he employed are the ones to select for effective work abroad. The seven other characteristics are listed below:

Lack of Western Ethnocentrism:
The degree to which the western value system is seen as inappropriate for other parts of the world.

Experience:
The degree of direct experience with people from other countries through working, traveling and conversing, and also learned skills such as reading and speaking foreign languages.

Cognitive Flex:
The degree of openness to new ideas and beliefs and the degree to which these are accepted by the individual.

Behavioral Flex:
The degree to which one's own behavior is open to change.

Cultural Knowledge-Specific:
The degree of awareness and understanding of various beliefs and patterns of behavior in specific other cultures.

Cultural Knowledge-General:
The degree of awareness and understanding of various beliefs and institutions in other cultures.

Cultural Behavior-General:
The degree of awareness and understanding of patterns of behavior observed in man.

Interpersonal Sensitivity:
The degree of awareness and understanding of verbal and non-verbal human behavior.

However, Kealey and Ruben suggested that great caution be taken when using Redden's Culture Shock Inventory because they felt that it was based on a definition of culture shock that only considered the impact of the 'gains' of the new and the strange and did not consider the impact of the 'losses' of the old and familiar. (Refer to pages earlier in this chapter). However, it is apparent that some of the characteristics Redden uses show a degree of commonality with those considered by other researchers. Kealey and Ruben (1983), from their research and reviews of literature, which cover a diversity of personnel, goals, destinations, foreign living conditions and foreign working conditions, identify six agreed predictors of success, plus a further four that gained a high level of agreement. These are given in Table 15.

Table 15
Criteria considered relevant to overseas adjustment/success

| PEACE CORPS | OVERSEAS BUSINESS | *TECHNICAL ASSISTANCE* | MILITARY |
|---|---|---|---|
| Empathy | Empathy | Empathy (E) | Empathy (E) |
| Courtesy (E) | Respect | Respect (E) | Respect |
| Interest in nationals (E) | Interest in host culture | Interest in nationals | Interest in local culture |
| Flexibility | Flexibility/ adaptability | (Relationship building) (E) | (Relationship building) (E) |
| Patience/ tolerance (E) | Tolerance | Flexibility (E) | Adaptability (E) |
| Technical knowledge (E) | Technical skill<br>Initiative | Tolerance for ambiguity | Acceptance/ patience |
| Initiative | - | Technical skill | Technical skill |
| Openness | - | Initiative | - |
| Extrovert<br>Positive self-image | Maturity/ character<br>- | Nonjudgmentalness /open-mindedness (E) | Nonjudgmentalness /open-mindedness (E) |
| Perseverance (E) | - | Outgoing | Sociability (E) |
| - | Independence<br>- | Positive self-image (confidence) (E) | -<br>- |
| Reliability (E)<br>Intelligence<br>- | Sincerity/ integrity<br>- | Perseverance<br>Nonethnocentrism | Nonethnocentrism<br>Intellectual curiosity |
| Service orientation | Political sensitivity | -<br>- | -<br>- |
|  | Organizational ability | Honesty/frankness (E) | Morality |
|  | High motivation | - |  |
|  | Experience | - |  |
|  | Past performance |  |  |
|  | Managerial ability |  |  |
|  | Language skills |  |  |
|  | Emotional stability |  |  |
|  | Wives' opinion |  |  |
|  | Desire to go abroad |  |  |
|  | Previous overseas experience |  |  |

* = Most relevant to this study
E = Supported by empirical evidence
___ Common predictors of success
--- Predictors with high level of agreement

(Kealey and Ruben, 1983:166). Reproduced with permission.

Bearing in mind that the natures of the tasks to be undertaken and the environmental conditions of the task locations are all different and require different qualities in the personnel assigned to them, nevertheless, in contrast to Byrnes findings (1966), Kealey and Ruben considered that an abstract profile of an 'overseas' type could be distinguished. The composite, shown in Figure 22, describes a person who is successful overall (psychologically, professionally and in intercultural interactions). It must be remembered that it is quite possible to adapt successfully but be globally ineffective.

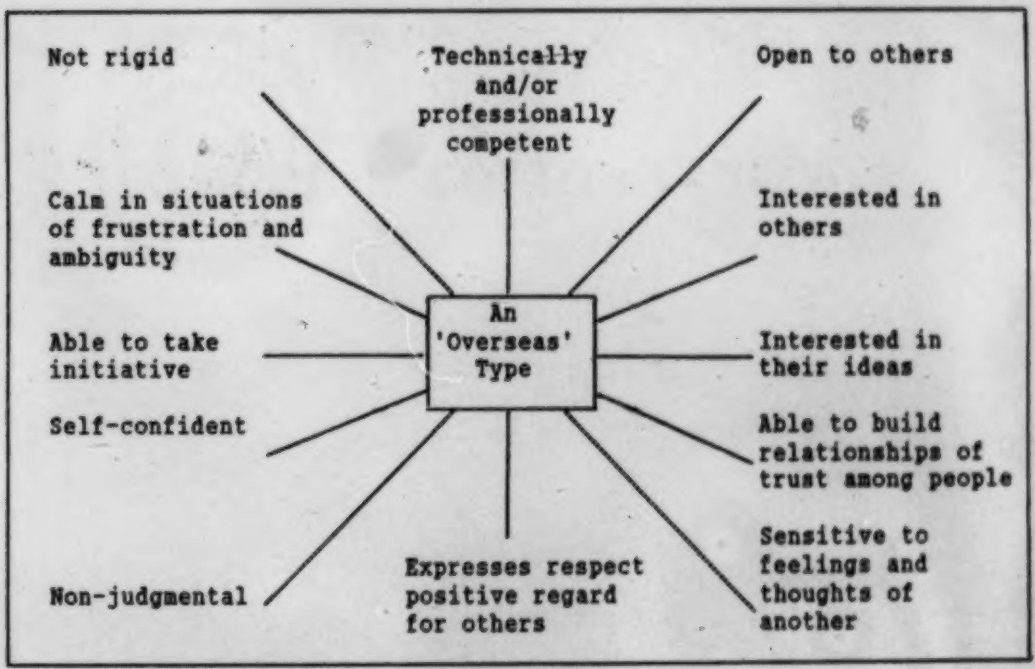
Not rigid
Technically and/or professionally competent
Open to others
Calm in situations of frustration and ambiguity
Interested in others
An 'Overseas' Type
Able to take initiative
Interested in their ideas
Self-confident
Able to build relationships of trust among people
Sensitive to feelings and thoughts of another
Non-judgmental
Expresses respect positive regard for others

Figure 22. Abstract profile of an 'overseas type'.

## THE OVERSEAS WORKER AS TEACHER

Writing on his own in 1978, Ruben pointed out that the overseas worker is a teacher. In the context of this present work, a coach is also a teacher and needs to have the same appropriate mastery of skills and knowledge and the same ability "to package and deliver these to others in such a way that they will be able to accept, utilise and integrate them" (Ruben, 1978:96). Ruben found that almost all teachers had the knowledge and skills but they did not always have the 'packaging and delivery' abilities, that is, the abilities unrelated to their professional skills. Teachers vary in their approaches; some use a human relations approach, others a social skills approach, and still others a self-presentation approach. He indicated that extreme task-related behaviour, severe self-centred behaviour and judgmental behaviour are to be avoided by teachers, in common with other types of workers, if the cross-cultural experience is to be successful and the educator effective.

Apart from his own work with Kealey in Canada and Kenya (1977), Ruben found that few attempts had been made to relate the various teaching approaches to cross-cultural interpersonal situations. In spite of eighteen months searching in several countries and on both sides of the Atlantic in 1986-7, this writer has been unable to trace any such works. No research has been found that examines the cross-cultural effectiveness of educators of foreign origin working in North America and no materials have been identified that consider overseas effectiveness in coaching, nor more broadly in sport, nor even more widely in physical education or recreation. Only one document has been found that deals with the effectiveness of educators serving abroad, that of Noel T. Myers, 1961, which deals with American educators overseas. The final part of this literature survey will concern itself with a review of his work, being the nearest in type to the nature of the current study.

## TEACHING EFFECTIVENESS OVERSEAS (MYERS, 1961)

Educators have been sent by the U.S. Government to some sixty countries. The purpose of Myers' study was to identify success characteristics to use as a basis for improved recruiting procedures, in in-service training programmes and for the retention of the best personnel. Characteristics of critical importance that, in a significant number of instances, were found to cause success or failure abroad were identified and categorised. For the purposes of this literature review, mainly those facets of this study that materially add to information given earlier in this chapter will be described and detailed here.

### CHARACTERISTICS

The effects of an overseas posting on performance are not fixed or predetermined. Personal and environmental factors can affect performance by their presence or absence in the complex situation that is teaching/coaching. The teacher's/coach's personality, background, mental and physical state interact with variances in the community around, such as conservatism, aloofness or friendliness, tolerance, wealth, population density and cultural make-up. Myers stated that such environmental factors have a strong relationship to effectiveness in a professional field like teaching. Myers quoted Barr[1] when he listed the characteristics of successful teachers/coaches at home as:

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[1] Barr, A.S. "Characteristics of Successful Teachers". *Phi Delta Kappa*, 34 (March 1958):282-284.

Good cultural background
Substantial knowledge of subject/specialisation
Substantial knowledge of professional practices and techniques

Skill in use of written/spoken language
Skill in human relations
Skill in problem solving
Effective work habits

Interest in pupils
Interest in subject/specialisation
Interest in teaching (coaching)
Interest in school/community

Myers also referred to Pisaro's[1] summary of the characteristics of successful teachers in their home environments as identified by school superintendents which indicated that personal characteristics, professional spirit, teaching technique/ability to aid pupil growth, knowledge of the subject matter and community relations are of significance in determining success.

## THE SURVEY

An entire population of one hundred and twenty-seven U.S. Civil Service Commission educators serving abroad was surveyed. Each person was the subject of three consecutive yearly ratings by peers in the field and of supplementary ratings by the overseas field supervisor on their adjustment to foreign employment. The criteria particularly reported on, amongst others, were as follows:

1. Relative adjustment to local conditions overseas;
2. Relative adjustment of family to local conditions overseas;

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[1] Pisaro, S.E. "A Study of the Critical Elements in Teacher Effectiveness". In *Indiana City, Town and Consolidated Schools* :12.

3. Relative ability to get along with and understand the nationals in place of assignment;

4. Relative ability to get along with and be liked by co-workers;

5. Relative technical competence and skills;

6. Over-all job satisfactoriness and adjustment. (Myers, 1961:67)

The main method employed was that of the 'critical incident technique', the use of which has been thus summarised by Flanagan[1]:

> The method consists of a set of procedures for collecting direct observations of human behavior in such a manner as to facilitate potential usefulness in solving practical problems and in the development of broad psychological principles. The method outlines procedures for collecting observed behaviorial incidents that are highly important and that meet systematically defined criteria. An incident is defined as an observable human activity sufficiently complete in itself to provide inference and prediction about the person performing the act. To be considered critical or important an incident must occur in a situation where the act intent is reasonably clear to the observer. Consequences of the act must be sufficiently definite to permit little doubt of effect. (Myers 1961:74)

The instrument used was the International Cooperation Administration's Efficiency Report (for overseas Personnel) No. 4-98 (5-58) which is a variation on the critical incident technique. Myers wrote:

> Purpose of evaluation has been determined by service to be rendered and jobs to be performed. Consensus of group opinion, unification of material, and determination of use has been achieved to considerable degree. Terms used in the evaluative process have been delimited and explained. Review teams, in the field and in Washington, are used to assure a measure of validity and reliability. Recorded evaluations, both objective and subjective, are results of first hand observation by qualified supervisory personnel. (Myers, 1961:90)

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1. Flanagan, J.C. "The Critical Incident Technique." *Psychological Bulletin*, 51 (July 1954):327-358.

Detailed analysis of the evaluations received for the highest- and lowest-rated cases provided extremes of behaviour from which it was possible to determine the characteristics of success (or failure). Frequency of occurrence in the ratings determined the most important characteristics in each of the eight areas surveyed. (Refer to column on left in Table 16 for these). Once the results obtained had been interpreted, a number of findings emerged, which are shown in the right-hand column of Table 16. Some of these are to be fully expected; some less so. Those relating to teachers considered highly effective that have particular applicability to coaches and the current study are underlined in Table 16.

Table 16
Findings from Myers, 1961, of significance to coaches and with regard to a high level of overseas effectiveness

| AREA | FINDINGS |
|---|---|
| I | Sex - no appreciable relationship |
| Background of preparation | Degrees held - no appreciable relationship |
| | Teaching experience - Av. 7.6 yrs. 43% had less than 5 yrs. |
| (biographic data) | Administrative experience - 61% were former administrators at home |
| | Age - Best = 35-46 yrs. old |
| | Highly Specialised - MUST be placed specifically and appropriately (because of inflexibility of usage) |

Table 16 (continued)

| | |
|---|---|
| II<br>Specific responsibilities performed | Position descriptions - too brief and generalised<br>Responsibility - too diverse or level/authority often omitted from job description |
| III<br>Personal qualities | Myers wrote that "outstanding personal qualities evidently have the greatest influence in determining success." Co-operativeness and conduct were the outstanding qualities. His findings are given in full here as there is such a small percentage range between them all at the high 4 and 5 ranking levels. |

| Quality | 4 | 5 | Total | Rank |
|---|---|---|---|---|
| | Level | | | |
| Ability to get along with local citizens | 47.1 | 52.9 | 100.0 | 1 |
| Dependability | 58.8 | 41.2 | 100.0 | 2 |
| Conduct | 32.4 | 64.7 | 97.1 | 3 |
| Adaptability | 61.8 | 35.3 | 97.1 | 4 |
| Cooperativeness | 29.4 | 64.7 | 94.1 | 5 |
| Good manners - politeness | 35.3 | 58.8 | 94.1 | 6 |
| Resourcefulness | 61.8 | 32.3 | 94.1 | 7 |
| Decisiveness | 67.6 | 26.5 | 94.1 | 8 |
| Initiative | 50.0 | 41.2 | 91.2 | 9 |
| General usefulness | 47.1 | 44.1 | 91.2 | 10 |
| Ability to get along with American associates | 61.8 | 29.4 | 91.2 | 11 |
| Forcefulness | 79.4 | 11.8 | 91.2 | 12 |
| Industry | 58.8 | 38.2 | 89.0 | 13 |
| Tactfulness | 55.9 | 32.4 | 88.3 | 14 |
| Judgment | 67.6 | 20.6 | 88.2 | 15 |
| Patience | 61.8 | 20.6 | 82.4 | 16 |
| Sense of humor | 61.8 | 20.6 | 82.4 | 17 |

(Myers, 1961:115) Reproduced with permission.

| AREA | FINDINGS |
|---|---|
| IV<br>Special factors relating to knowledge and performance | Myers wrote that no one technical factor in this area seemed to determine success or failure as teachers all had ample background. However, VERSATILITY in professional competencies was found to be very important. His five main characteristics are given here. |

Table 16 (continued)

| Factors most important (from 201 Efficiency Reports) | Number of responses | Per cent | Rank |
|---|---|---|---|
| Technical competence | 185 | 92.0 | 1 |
| Insight into objectives of own program | 175 | 87.1 | 2 |
| Effectiveness of technical advice | 170 | 84.6 | 3 |
| Thoroughness and accuracy of work | 95 | 47.3 | 4 |
| Effectiveness as a supervisor | 84 | 41.8 | 5 |

(Myers, 1961:126) Reproduced with permission.

| AREA | FINDINGS |
|---|---|
| V<br>Facility in foreign language | NOT a characteristic that determines success or failure ...<br>UNLESS essential to the position |
| VI<br>Ability to work with fellow technicians and (host) nationals | with fellow technicians - 61.8% rated at level '4' (out of 5)<br>29.4% rated at level '5' (out of 5)<br>giving a total of 91.2%<br>*with host nationals - 47.1% rated at level '4' and 52.9% rated at level '5' giving a total of 100%.<br>* = MOST IMPORTANT CHARACTERISTIC, BASIC TO ANY DEGREE OF SUCCESS. (Personal qualities VERY important here; the highly effective teachers ranked highly in all personal qualities). |
| VII<br>Family adjustment to living and cultural conditions | Family in general - Role of inestimable importance<br>Children - Usually adapt more readily than adults<br>Wife - Strong influence on success or failure; her personal qualities are often decisive and are:<br>. ready adaptation to foreign living<br>. general interest in host culture<br>. willingness to mingle with host nationals<br>. understanding of and sympathetic to practice and customs of host nationals compared to home<br>. grace, friendliness, helpfulness, poise<br>. capable of helping maintain a well-adjusted family with high standards of conduct |

Table 16 (continued)

| AREA | FINDINGS |
|---|---|
| VII | . willingness to share responsibility in community activities<br>. sympathy for and understanding of husband's responsibilities<br>. well groomed, capable hostess for representation responsibilities<br>. natural and genuine in social contacts<br>. health/have vitality |
| VIII<br><br>Individual and family health problems | Physical defects - none; have stamina<br><br>Emotional disturbances - none; controlled under pressure |

A tabular summary of Myer's findings for teachers and their families as obtained from narrative descriptive comments is included as Appendix X.

## CONCLUSION

Ibrahim (1975) considered that all who engage in sport are characterised by an attitude that revolves around, and emanates from, the concept of interaction. The specific attitudes gained from participation in sport may vary considerably from one age to another, and even from sport to sport, but they are all inextricably linked to the process of socialisation. Bain (1973) stated that it was extremely probable that situational factors within the coaching profession are dependent on socialisation. Socialisation in turn is dependent on culture and the cultural emphasis that happens to exist at any one time. Zukiwsky (1985) indicated that an understanding of the attributes of coaching effectiveness can improve the quality of experience a coach can provide. Equally, an understanding of the nature of the cross-cultural experience and the particular attributes of the effective cross-cultural worker can improve the quality of experience the foreign coach can provide to the host nation. Advance preparation and training of the coaches (and the recipient athletes) needs to draw upon such knowledge, tailoring it to each environmental coaching situation and to the type of coach, whether less ethnocentric/people-orientated/democratic in nature or more ethnocentric/task-orientated/authoritarian in nature. It is only through continued research and study that coaches will become more skilled, capable and effective in cross-cultural situations, producing totally worthwhile experiences for all concerned.

# CHAPTER V

## THE SURVEY: 1. FOREIGN COACHES

### INTRODUCTION

As this study is closely modelled on that carried out for CIDA by Hawes and Kealey and detailed in the technical report "Canadians in Development" (September 1979), the methods, procedures and analyses contained in the next three chapters intentionally parallel those of the CIDA document. Empirical and descriptive methods were used to draw upon two sources of human judgment, self-ratings by the foreign coaches and ratings of the foreign coaches by Canadian contacts. These Canadian ratings comprised two categories; ratings by those involved in the coaching situation (co-coaches, athletes) and ratings by those outside the coaching situation (officials, administrators, general public). Both subjective and objective responses were required. From the various ratings it was intended to achieve certain objectives, namely, a clear description of cross-cultural effectiveness and its indicators; a 'profile' of the coach who is effective in another culture; and an indication of the levels of adaptability of the foreign coach and receptivity of the Canadian host nation in order to bring about an effective transfer of knowledge and skills.

### INSTRUMENTS

The questionnaire instrument used with the foreign coaches was a composite. The bulk of the questions, one hundred and twenty-two, came from the CIDA study; fourteen originated with the OECD study of Harari (1974); twenty-eight were based on questions in the State of Michigan study on Youth Sports (1976-8) and the final eleven were derived from various other sources, including this writer. In numerous instances, the original wording was changed very slightly to make the questions appropriate to the coaching situation. The entire survey was conducted by mail and the responses gathered produced self-ratings and answers to open-ended questions. The make-up of the foreign coach questionnaire is summarised in Table 17.

## THE VARIABLES

The independent variables are the predictors of the 'target', cross-cultural effectiveness. Likert-type scales were used to measure the majority of the seventy-two identified (Table 18) but choices from proferred short lists or of an either/or nature conveyed the information sought in twenty-five items. The questions in Personal Expectations, numbered 67-70, were developed by Tucker as a consequence of longitudinal research on U.S. Navy personnel. Those on Motivations, questions 63-66, came from the OECD study by Harari (1974) and the ones concerned with Opinions Related to Coaching, questions numbered 158-170, formed part of the State of Michigan's survey of Youth Sports (1976-8).

The OECD and CIDA studies also incorporated some variables that dealt with obstacles and with constraining factors as envisaged or experienced in regard to general living conditions and conditions at work. CIDA termed these moderator variables and nineteen are included here, covered by questions 71-85. Three involve responses chosen from a proferred short list; the others are measured by a Likert-type five-point scale. They are given in full in Table 19, presented here in order to provide a comprehensive picture of the whole questionnaire.

Table 17
Summary of foreign coach questionnaire

| INSTRUMENT PART | SOURCE OF MEASUREMENT | VARIABLE | NUMBER OF ITEMS | VARIABLE CLASS | NUMBER OF VARIABLES |
|---|---|---|---|---|---|
| I | Self-report | General background information | 22 | - | - |
| II | Self-report | Personal dimensions inventory | 40 | Independent | 13+ |
| III | Self-report | Motivations | 4 | Independent | 9(choices) |
| | | Personal expectations | 4 | Independent | 4 |
| | | Obstacles | 3 | Moderator | 10* (choices) |
| | | Living conditions | 5 | Moderator | 5* |
| | | Job constraints | 7 | Moderator | 7 |
| | | Personal feelings | 6 | Dependent | 6 |
| | | Self-ratings | 16 | Dependent | 16 |
| | | Social/leisure time | 7 | Dependent | 3 |
| | | Personal adjustment | 1 | Dependent | 1 |
| | | Family adjustment | 1 | Dependent | 1 |
| | | Job effectiveness | 1 | Dependent | 1 |
| | | Effectiveness skill transfer | 1 | Dependent | 1 |
| | | On return home | 2 | Dependent | 2 |
| | | Personal characteristics | 3 | Independent | 26+ (choices) |
| | | Role(s) overseas | 3 | Independent | 8(choices) |
| | | Cross-cultural movement continue | 1 | Independent | 1 |
| | | Happy | 1 | Dependent | 1 |
| IV | Self-report | Coaching background information | 16 | - | - |
| | | Motivation for coaching | 1 | Independent | 1 |
| | | Coaching work - specific information | 11 | - | - |
| | | Undertake again | 1 | Dependent | 1 |
| V | Self-report | Opinions related to coaching | 13 | Independent | 13 |
| VI | Written responses | Open-ended additional questions | 5 | - | - |

* = 3 overlaps possible. + = 3 overlaps possible.

Table 18
The independent variables (72)

| VARIABLE CODE NUMBER | DIMENSION | QUESTIONS COVERING DIMENSION | TOTAL VARIABLES REQUIRED |
|---|---|---|---|
| | PERSONAL DIMENSIONS | | |
| 01 | Tolerance | 35 36 46 | 1 |
| 02 | Initiative | 24 41 56 | 1 |
| 03 | Interpersonal skills | 23 42 48 51 54 | 1 |
| 04 | Flexibility | 25 32 50 121-3 possibly | 1+ |
| 05 | Decision-Making | 26 33 | 1 |
| 06 | Confidence | 27 39 47 | 1 |
| 07 | Ethnocentrism | 28 37 49 121-3 possibly | 1+ |
| 08 | Empathy | 30 43 52 | 1 |
| 09 | Respect | 31 45 53 | 1 |
| 10 | Perseverance | 29 58 61 121-3 possibly | 1+ |
| 11 | Social/Political Sensitivity | 34 57 59 | 1 |
| 12 | Frankness | 38 40 44 | 1 |
| 13 | Family Communication | 55 60 62 | 1 |
| | MOTIVATIONS | | |
| 14 | Financial | | |
| 15 | Leave homeland | | |
| 16 | Curiosity | | |
| 17 | Professional experience | | |
| 18 | More responsibility | 63-66 | 4 |
| 19 | Promote development athletes/sport | | |
| 20 | Promote international understanding | | |
| 21 | An invitation | | |
| 22 | 'Other' (to be specified) | | |
| | EXPECTATIONS | | |
| 23 | Rewarding experience | 67 | 1 |
| 24 | Confident prepare fast for move | 68 | 1 |
| 25 | Concern trouble living abroad | 69 | 1 |
| 26 | Never doubted would do well | 70 | 1 |
| | CHARACTERISTICS OF SUCCESSFUL COACHES | | |
| 27 | Ability to adapt | | |
| 28 | Familiarity with local customs | | |
| 29 | Tact/understanding/diplomacy | | 3 |
| 30 | Objectivity | | |
| 31 | Teaching ability | | |
| 32 | Technical competence | | |
| 33 | Sound judgment/common sense | | |
| 34 | Team spirit | | |
| 10 | Tenacity | | |
| 07 | Absence of racial prejudice | | |
| 35 | Enthusiasm | | |
| 36 | Courage | | |
| 37 | Selflessness | 121-3+ | 3 |
| 38 | Idealism | | |
| 39 | Friendliness | | |
| 40 | Articulate | | |
| 04 | Flexible | | |

Table 18 (continued)

| VARIABLE CODE NUMBER | DIMENSION | QUESTIONS COVERING DIMENSION | TOTAL VARIABLES REQUIRED |
|---|---|---|---|
| 41 | Persuasive | | |
| 42 | Maturity | | |
| 43 | Realistic | | |
| 44 | Sense of duty | | |
| 45 | A cool head | | |
| 46 | Cheerfulness | | |
| 47 | Optimism | | |
| 48 | Sense of humour | | |
| 49 | Imagination | | |
| | ROLES ATTEMPTED | | |
| 50 | To spread the culture of my homeland | 124-126 | 3 |
| 51 | To try and be useful, even beyond the strict terms of the coaching situation | | |
| 52 | To try and improve techniques without trying to improve people | | |
| 53 | To serve as a mediator between two cultures | | |
| 54 | To try and integrate my technical activities into Canadian policy | | |
| 55 | To enable Canadian athletes to profit from my experience gained with athletes in my homeland | | |
| 56 | To make an effort to behave in a way that will give a favourable impression of my home country | | |
| 57 | To keep general goals in sight even if there are technical difficulties | | |
| | CROSS-CULTURAL MOVEMENT | | |
| 58 | Beneficial and should continue | 127 | 1 |
| 59 | REASON FOR COACHING<br>Previous personal experience with sport<br>Community need for my service<br>Financial considerations<br>Family involvement<br>Personal enjoyment<br>'Other' (to be specified) | 138 | 1 |
| | PERCEPTIONS OF SELF AS COACH | | |
| 60 | Known as | 158 | 1 |
| 61 | Enjoy | 159 | 1 |
| 62 | Nothing worse | 160 | 1 |
| 63 | Prefer athletes | 161 | 1 |
| 64 | Coaches respected | 162 | 1 |
| 65 | Coaches do better | 163 | 1 |
| 66 | Coach should | 164 | 1 |
| 67 | Best coaches | 165 | 1 |
| 68 | Story written | 166 | 1 |
| 69 | Emphasise | 167 | 1 |
| 70 | Sport contributes | 168 | 1 |
| 71 | Concern | 169 | 1 |
| 72 | Long-term outcome | 170 | 1 |

+ = possible overlap

Table 19
The moderator variables (19)

| VARIABLE CODE NUMBER | DIMENSION | QUESTIONS COVERING DIMENSION | TOTAL VARIABLES REQUIRED |
|---|---|---|---|
| | LIVING CONDITIONS | | |
| 201 | Housing | 74 71-73 possibly | 1* |
| 202 | Climate | 75 71-73 possibly | 1* |
| 203 | Personal security | 76 | 1 |
| 204 | Availability of goods/ services | 77 71-73 possibly | 1* |
| 205 | Overall | 78 | 1 |
| | OBSTACLES | | |
| 206 | Remoteness/lack of communications | ↑ | |
| 207 | Hygenic/medical conditions | | |
| 208 | General working conditions | | |
| 209 | Availability schools/ education standards | 71-73 | 3* |
| 210 | Cultural/leisure time activities | | |
| 211 | Intercultural/ interpersonal atmosphere | | |
| 212 | 'Other' (to be specified) | ↓ | |
| | JOB CONSTRAINTS | | |
| 213 | Clear/realistic job objectives | 79 | 1 |
| 214 | Psychological atmosphere at work | 80 | 1 |
| 215 | Lack of work commitment by others | 81 | 1 |
| 216 | Lack of support from homeland nationals at work | 82 | 1 |
| 217 | Lack of facilities at work | 83 | 1 |
| 218 | Lack of equipment at work | 84 | 1 |
| 219 | Lack of clear terms of reference for job | 85 | 1 |

* = possible overlap

These variables will be examined in detail in Chapter VII.

The dependent variables are those related to cross-cultural effectiveness and the majority of the thirty-three identified (Table 20) were measured using a five-point Likert-type scale. Two on social activities used open-ended answers to convey the required information. The questions numbered 92-94, 97-100, 104 and 105 were developed by Tucker (1978) as a result of research on overseas adjustment.

The foreign coaches were presented with seven opportunities to give open-ended responses concerning (i) their happiness (or otherwise) coaching in Canada; (ii) whether they would undertake such coaching again; (iii) factors which contributed most to early pleasure/success; (iv) retrospective wishes with regard to preparation for the cross-cultural experience at home before departure and (v) on arrival in Canada; (vi) an assessment of effectiveness soon after arrival (in comparison to the last month's coaching at home); and (vii) any recommendations that would increase effectiveness in the first few months abroad. There was also space provided for any 'additional comments' the foreign coaches wished to make.

## THE SAMPLE

It was a slow and lengthy process identifying foreign coaches currently working nationwide in Canada but eventually, of ninety-five letters of invitation sent out, forty-eight people agreed to participate in this survey. Of these, three returned home before the survey took place, one was not foreign and one was not a coach. Of the remaining forty-three coaches, thirty-two returned their questionnaires, giving an actual participation response rate of 74.4%. Since one purpose of this

Table 20
The dependent variables (33)

| VARIABLE CODE NUMBER | DIMENSION | QUESTIONS COVERING DIMENSION | TOTAL VARIABLES REQUIRED |
|---|---|---|---|
| | PERSONAL FEELINGS | | |
| 101 | About living in Canada | 86 | 1 |
| 102 | About oneself in Canada | 87 | 1 |
| 103 | About meeting Canadians | 88 | 1 |
| 104 | About coaching in Canada | 89 | 1 |
| 105 | About speaking another language | 90 | 1 |
| 106 | About one's health in Canada | 91 | 1 |
| | SELF-RATINGS | | |
| 107 | Knowledge of local language | 92 | 1 |
| 108 | Knowledge of non-verbal communication | 93 | 1 |
| 109 | Extent interaction with Canadians | 94 | 1 |
| 110 | Ease of 'real personal contact' with Canadians | 95 | 1 |
| 111 | Ease adjustment to Canadian 'manners/morals' | 96 | 1 |
| 112 | Interest in Canada/ tourism | 97 | 1 |
| 113 | Factual knowledge of Canada | 98 | 1 |
| 114 | Acceptance of Canadian customs | 99 | 1 |
| 115 | Engaging in enjoyable activities | 100 | 1 |
| 116 | Extent change own ways | 101 | 1 |
| 117 | Extent feel 'different' | 102 | 1 |
| 118 | Extent own 'difference' shows 'superiority' | 103 | 1 |
| 119 | Commitment to coaching | 104 | 1 |
| 120 | Concern with training Canadians | 105 | 1 |
| 121 | Extent important receive respect | 106 | 1 |
| 122 | Extent own 'foreign' status confers special status | 107 | 1 |
| | ADJUSTMENT AND ADAPTATION | | |
| 123 | Satisfying social activities | 108-110 | |
| 124 | Dissatisfying social activities | 111-113 | |
| 125 | With whom majority leisure time spent | 114 | 5 |
| 126 | Personal adjustment | 117 | |
| 127 | Family adjustment | 118 | |
| | EFFECTIVENESS/SATISFACTION | | |
| 128 | In daily tasks | 119 | 1 |
| 129 | In skill transfer | 120 | 1 |
| 130 | Happy coached in Canada | 128 | 1 |
| 131 | Would repeat cross-cultural coaching | 153 | 1 |
| | BACK HOME | | |
| 132 | Canadian coaching helpful | 115 | 1 |
| 133 | Re-adjustment problems expected | 116 | 1 |

study is to provide information that would be of future use in increasing the effectiveness of the cross-cultural movement of coaches (and athletes), individual responses are confidential. A general indication of the origins of the respondents and their distribution can be obtained from Table 21 and Appendices I and II.

Table 21
Composition and location of foreign coach sample

| COUNTRY OF ORIGIN | NUMBER | AREA OF CANADA | NUMBER |
|---|---|---|---|
| Australia | 1 | Yukon | 0 |
| Austria | 2 + 2* | Northwest Territories | 0 |
| Czechoslovakia | 2 | | |
| Denmark | 1 | British Columbia | 3 + 1* |
| England | 3 | Alberta | 11 + 1* |
| France | 3 | Saskatchewan | 1 |
| Hungary | 4 | Manitoba | 0 |
| India | 1 | Ontario | 11 |
| Japan | 1 | Quebec | 3 |
| Malaysia | 2 | New Brunswick | 0 |
| Netherlands | 1 | Nova Scotia | 0 |
| New Zealand | 1 | Prince Edward Island | 0 |
| Northern Ireland | 1 | | |
| Norway | 1 | Newfoundland | 3 |
| Pakistan | 1 | | |
| People's Republic of China | 1 | | |
| Poland | 2 | | |
| South Africa | 1 | | |
| Sweden | 1 | | |
| U.S.A. | 1 | | |
| Yugoslavia | 1 | | |

*Two more questionnaires were received too late to include in analyses, March 1988.

The general background information supplied revealed the detailed characteristics given in full in Table 22. It is apparent that the majority of coaches are male (87.5%) and between the ages of 30-49 years (68.8%). Fifty-six percent have European origins; speak two or three languages (59.6%); are accompanied by their spouses (59.4%) and children (62.5%); and have a university education (62.5%). In addition, 100 percent have visited foreign countries for holidays, with 84.4 percent

Table 22

Detailed background characteristics of the sample by percentage

| PERCENTAGE OF SAMPLE (n = 32) | BACKGROUND CHARACTERISTICS | |
|---|---|---|
| 87.5 | Male | Sex |
| 12.5 | Female | |
| 0 | Under 20 | Age |
| 3.1 | 20-29 | |
| 68.8 | 30-49 | |
| 18.8 | 50-59 | |
| 9.3 | 60 | |
| 12.5 | U.K. | Geographic birth area |
| 28.1 | W. Europe | |
| 28.1 | E. Europe | |
| 0 | U.S.S.R. | |
| 18.75 | Asia | |
| 6.25 | Australia | |
| 3.1 | U.S.A. | |
| 0 | S. America | |
| 3.1 | Africa | |
| 15.4 | Only 1 (native) | Number of languages spoken |
| 59.6 | 2 or 3 | |
| 25.0 | 4 or more | |
| 31.2 | Single (divorced/widowed) | Marital/family status |
| 59.4 | Married/accompanied | |
| 9.4 | Married/unaccompanied | |
| 62.5 | Children here | |
| 0 | Elementary | Education |
| 6.25 | Academic high school | |
| 6.25 | Trade/vocational school | |
| 25.0 | College/technical institute | |
| 62.5 | University | |
| 37.5 | Higher degree | |
| 53.2 | Big city | Childhood environment |
| 40.6 | Small town | |
| 6.2 | Rural | |
| 31.2 | 1-4 | Number of foreign countries visited on holiday |
| 21.9 | 5-9 | |
| 34.4 | 10 or more | |
| 12.5 | 30 or more | |
| 84.4 | Under 20 | Age at first visit abroad |
| 15.6 | Adult | |
| 12.5 | Under 20 | Age at which first worked abroad |
| 46.9 | 20-29 | |
| 28.1 | 30-39 | |
| 12.5 | 40 and over | |
| 0 | Up to one year | Longest consecutive time lived/worked abroad |
| 12.5 | 1-3 years | |
| 43.8 | 4-9 years | |
| 34.4 | 10 or more years | |
| 9.4 | 30 or more years | |

having their first cross-cultural experience as a child (under 20 years). The evident characteristics of sex, age, education and spouse-accompaniment possessed by the foreign coaches correspond markedly with the dominant characteristics of the cross-cultural worker as found by CIDA and by Myers.

When attention is turned more specifically to those characteristics related to coaching, the details that emerge from this study show that, in addition to sex, age, background education and spouse-accompaniment, the majority of the foreign coaches responding are qualified at the national level (59.4%) and have been hired to work in Canada (56.2%) for national (50.0%) and provincial (18.8%) sport associations. Forty-six point nine percent use their technical skills and expertise in the development of elite athletes. The majority of the respondents coach because of their previous experiences with the sport (65.6%) and all had been competitors. Eighty-four point four percent work with Canadian counterparts and 90.6 percent would repeat the cross-cultural coaching experience in spite of the fact that only 21.9 percent of the total responding were briefed for this (and all but one of those briefed received that guidance at home before departure for Canada). Of those coming to Canada specifically to coach, 84.6 percent had not been briefed or prepared for work in Canada. The general coaching background information provided is summarised in detail in Table 23.

Table 23
Detailed coaching characteristics of the sample by percentage

| PERCENTAGE OF SAMPLE (n = 32) | COACHING CHARACTERISTIC | |
|---|---|---|
| 40.6 | Purely coach | Here only to coach |
| 43.8 | Working | Spouse |
| 21.8 | Not working | |
| 34.4 | Not applicable | |
| 3.1 | Low level competition | Playing level of coach's qualifications |
| 28.1 | Provincial | |
| 59.4 | National/International | |
| 81.2 | Homeland | Qualified |
| 15.6 | Canada NCCP II | |
| 34.4 | III | |
| 12.5 | IV | |
| 37.5 | Physical Education/ Recreation | Degree |
| 65.6 | Previous experience with sport | MAIN reason for coaching |
| 28.1 | Personal enjoyment | |
| 6.2 | 'Other' (to be specified) | |
| 15.6 | Volunteered | How come to be here? |
| 31.2 | Invited | |
| 53.2 | Appointed/hired | |
| 50.0 | Canadian Sport Association | Who coach for? |
| 18.8 | Provincial Sport Association | |
| 0 | Municipal Recreation Board | |
| 18.75 | Club | |
| 12.5 | 'Other' (to be specified) | |
| 84.4 | Technical skill/athlete training | Main areas of expertise |
| 62.5 | Training coaches | |
| 31.2 | Training officials | |
| 28.1 | Administration | |
| 53.1 | Elite competition | |
| 34.4 | Exposure/recreation with youth/adults | |
| 46.9 | Elite athletes only | PRINCIPAL coaching role here |
| 50.0 | All levels of athletes | |
| 3.1 | All aspects | |
| 6.2 | 5 years or less | Years of experience in sport currently coaching |
| 28.1 | 6-10 years | |
| 25.0 | 11-15 years | |
| 18.8 | 16-20 years | |
| 15.6 | Over 20 years | |
| 18.5 | 5 years or less | Years of experience with level(s) of athletes currently coaching |
| 21.9 | 6-10 years | |
| 18.7 | 11-15 years | |

Table 23 (continued)

| PERCENTAGE OF SAMPLE (n = 32) | COACHING CHARACTERISTIC | |
|---|---|---|
| 18.7 | 16-20 years | Years experience with level(s) athletes currently coaching |
| 21.9 | Over 20 years | |
| 84.4 | Yes | Work with Canadian counterparts |
| 15.6 | No | |
| 9.3 | First coach | Status |
| 21.9 | First foreign coach | |
| 25.0 | Replacement for foreign coach | |
| 12.5 | Replacement for Canadian coach | |
| 12.5 | Additional/assistant coach | |
| 3.1 | Volunteer | |
| 21.9 | Yes | Briefed |
| 78.1 | No | |
| 71.4 | Homeland Sport Association | Who briefed? |
| 14.3 | Canadian Sport Association | |
| 14.3 | 'Other' (to be specified) | |
| 100.0 | Previously | Competitor |
| 59.4 | Now | |
| 90.6 | Yes | Would repeat experience |
| 6.2 | No | |
| 3.1 | Don't know | |

## ANALYSIS OF OPEN-ENDED RESPONSES

Since it was not possible to interview the respondents personally, each was given the opportunity to provide written open-ended replies to seven questions, plus a chance for 'free comment'. The information thus obtained was content-analysed and the results are now summarised by topic.

### Happy coaching in Canada/Would repeat cross-cultural experience

A large 93.7 percent of the respondents indicated that they are happy coaching in Canada. The spread of reasons given for this is almost equally divided between five factors, as shown in Table 24.

Table 24
Reasons given for happiness coaching in Canada

| REASON | COMPONENTS | NUMBER OF TIMES MENTIONED |
|---|---|---|
| Learning experience it provides | Political; linguistic, skill development; administrative; interpersonal | 9 |
| Success of own methods | Students like; improved performances evident | 9 |
| The people met | Sporting; fun; friends; good colleagues | 8 |
| Opportunities for own expertise | Felt wanted; needed; able to introduce new techniques; administrative | 8 |
| Widening of own personal cross-cultural 'base' | Travel; great experiences; excitement; improvement of cross-cultural relations; improvement of knowledge of own country from 'outside' | 7 |

Integral to this high level of expressed satisfaction are the amount of intercultural interaction/training of nationals that is taking place and the evident need for/success of most of these coaches. These aspects correspond markedly with the findings of Hawes and Kealey (1979) as being ones that produce cross-cultural effectiveness.

Unhappiness was produced by the fact that, in Canada, it is usually necessary to have a full-time job other than coaching, thus reducing the pleasure obtained from coaching as the activity has almost always to be done on a part-time basis. One province's (Alberta) low standards and expectations in a sport reduced the pleasure available to one coach while the athletes of another province (Ontario) spoilt the happiness of a different coach by their willingness to compromise "important principles" in their sport involvement. However, all those respondents who say they are unhappy here would try again elsewhere. One coach, happy here, would not repeat the experience because it "involves too much work for too small a financial reward."

## Major factors causing early pleasure/success

The two most dominant factors leading to early pleasure and success for many of the foreign coaches are work-related ones. These are shown as the first two items in Table 25. These indications support previous

Table 25
Major factors contributing to early pleasure and success

| FACTOR | COMPONENTS | NUMBER OF TIMES MENTIONED |
|---|---|---|
| Work-related | Facilities; equipment; opportunities; a free hand; salary; counterpart; programme; finance available; marketing; training; effort; a lot to do; technical competence; promotion of a new sport; development of coaches; recognition; job security | 29 |
| Athletes | Gratitude; open-mindedness; work attitude; improvement; development of interest | 23 |
| Welcome and support | National/provincial/club/school; liking; kindnesses; atmosphere; friends; comradeship; some volunteers | 17 |
| Personal gain | Learning new culture; better living conditions; improving qualifications; children's success; family relations; winning in competitions; survival; language; sight of bright future; travel; beauty of land; outdoor activities; motivation; enjoyment; exciting new things | 19 |
| Interpersonal skills | Objectivity; frankness; tact; courage understanding; being humble; humour; optimism; common sense | 10 |

findings that, especially initially in a foreign environment, most satisfaction and success come from within the security provided by a known framework i.e. from within the work environment. The initial welcome is also important but interpersonal and cross-cultural interactions tend to give pleasure and lead to success at a later point in the foreign stay. Common sense was stressed by a number of respondents and this emphasis is supported by the writer from her own experiences.

## Personal effectiveness assessment

When asked to compare their initial effectiveness in Canada with that of their last month's work in their homeland, 25.0% considered they were more effective here, partly because the new opportunity inspired them to perform at a higher level and partly because the low standards and amount needing to be done here required them to perform at a higher level. Twelve point five percent felt there was no change in their effectiveness pre-departure and post-arrival but the majority, approaching half (43.8%), indicated that they were far less effective initially. Reasons given included the expected ones that 'time was needed to adjust' and that 'communication/language difficulties' existed but, interestingly, half the coaches in this category attributed their decline in initial effectiveness to the poor state of their sport in Canada. Responses included:

- My sport knowledge was of less importance to the sport governing body than my shaky English.
- The athletes here did not know the techniques.
- The sport is barely known.
- The sport is poorly organised here.
- Athletes are poor, with poor work attitudes.
- Had to spend too much time on basics.

Only one coach attributed loss of effectiveness to inexperience. Unfortunately 18.8 percent did not respond to this question.

It is apparent from reading the responses that the foreign coaches feel there is a need to provide them with accurate advance information about the level(s) of development of their sport here in Canada as well as an indication of the importance attached to the sport. It is also apparent from the above statements that effectiveness loss could be reduced by the provision of such information. The incoming coaches need to be helped to realise that, as stated in Byrnes' (1966) findings, one of the reasons why they may be here is because of the lack of development/techniques existing in their sport in Canada. This would enable incoming foreign coaches to be fully prepared to teach basics and to motivate Canadians 'from the ground up'. A package of information on Canadian lifestyle and the Canadian athlete, together with a fuller, detailed and specific job description, need to be available to the coach prior to departure from home, if this high level of loss of effectiveness is not to continue.

## Wishes with regard to cross-cultural preparation

The coaches further reflect the above-mentioned needs in their responses to this question. The opinions expressed reflected the fact that only 21.9 percent of the coaches responding had been given any preparation for the cross-cultural experience. Of those with some preparation, 71.4 percent had been given it by the homeland sport association. Almost every wish made can be included under a heading of 'information about Canadian lifestyle and Canadian sport'. These wishes are outlined in Table 26. One or two responses indicated a need for

Table 26
Cross-cultural preparation wishes: topic needs

| IN HOMELAND BEFORE DEPARTURE | | IN CANADA UPON ARRIVAL | |
|---|---|---|---|
| NEED | NUMBER OF TIMES MENTIONED | NEED | NUMBER OF TIMES MENTIONED |
| Knowledge about Canada | 15 | Support and co-operation | 11 |
| COMPRISING | | COMPRISING | |
| Sport environment | | Help to settle | |
| Levels | | Find apartment | |
| Administration | 9 | Finance | 6 |
| Organisation | | Car | |
| General needs | | Travel (be shown around) | |
| Detailed needs | | Keeping of advance promises | 5 |
| Motivations | | | |
| Physical science knowledge | | Better organisation | |
| Sport terminology | | | |
| Canadian environment | | Briefing on Canadian way of life especially re sport i.e. | 8 |
| Language (English) | | Sport levels | |
| Vocabulary | 6 | Competition levels | |
| History | | Athlete attitudes | |
| Climate | | Athlete cultural and educational levels | |
| Honest answers from Canadians abroad about Canada | | Coach cultural and educational levels | |
| | | Work opportunities | |

better training at home to make the coach more knowledgeable and another one or two coaches indicated that Canadian sports bodies need to recognise more fully past experience gained outside Canada and use it better. A total of ten responses indicated that nothing need be done in the way of preparation, either at home or in Canada; twelve respondents said 'preparation' did not apply to them and five did not respond to the question.

The need is overwhelmingly apparent. The incoming foreign coach desires more knowledge of Canada - country, lifestyle and, especially, the sport environment. This can be provided at home or upon arrival in Canada, but it must be provided in some way, somewhere, in order to bring about greater effectiveness within the cross-cultural coaching situation. Training sessions, information kits, detailed job descriptions and talks with 'those who have gone before' are some of the methods sports associations should be considering if they intend to utilise foreign coaches and if they wish to obtain the maximum benefit from such use. The other large need expressed is for the Canadian bodies involved to fulfil their promises and to provide more assistance and support during the initial phase of a foreign coach's stay.

This author knows very well from personal experience teaching on contract abroad the vast difference there is when the host nation institution helps one settle in compared to when it does not. On contract in the Bahamas, this author was met at the airport and helped through customs (animals included); hosted for a week in an hotel; taken round to find suitable accommodation; taken to set up a bank account and obtain a car; shown where utilities, telephone and shops were located; given a kit about the country, its inhabitants and customs; and introduced to a 'mentor' colleague who had offered to help in any way at any time. All this occurred after arrival in the Bahamas; it had been preceded by a three-day orientation session at home before departure. The combined result was a definite diminution of stress and an increase in immediate comfort and satisfaction that certainly helped raise the initial effectiveness level.

In contrast, on a teaching contract in Windsor, Ontario, following a one-day briefing prior to departure, none of the above was done. This writer can still clearly remember the high level of tiredness experienced in the first three weeks and is certain that, initially, she was not as good a teacher as usual as a result. Baron de Coubertin's statement in which he found it regrettable that anyone visit a country before studying it has proven veracity in this author's eyes. Advance information has a direct and significant bearing on the benefit potential of any cross-cultural experience.

Other recommendations and additional comments

Many of these stress matters already described, especially the need to be fully informed about all aspects of the sport environment in the host (Canadian) nation; the need for a fully accurate, very precise and detailed job description; and the need to feel welcomed and supported, especially financially and through professional recognition. In addition, some coaches suggest that:

- language training be available for incoming coach AND athletes
- a 'get to know' session be set up (to include work attitudes, motivations, etc.)
- meetings with local coaches be arranged
- work of previous coach be made available for study
- more coaching opportunities be provided
- the level of Canadian coaches be raised
- kits about Canadian way of life should be available
- that some sports here be started with younger children and with immigrant groups
- that some established sports be upgraded to the levels of importance that they enjoy in the rest of the world e.g. track and field and tennis

One final comment made by several respondents concerned the matter of recognition. The statement was made that, in order to go and coach abroad, a person must love to coach. It is felt that this aspect is not sufficiently acknowledged and that this is a pity because it indicates a great deal about the attitude(s) of the incoming foreign coaches. They want to be here. Coaches seldom coach at all, even at home, unless the activity is considered enjoyable and worthwhile. Certainly coaches dominantly work abroad if they feel that they have 'something to offer' and that they are needed. Much benefit would accrue all round if the host nation's sports bodies evolved ways of assisting in the cross-cultural experience by 'education' of both the coaches and the contact Canadians before, upon and after the arrival of the foreigner.

## ANALYSIS OF THE CATEGORICAL DATA

The independent variables are those designed to predict overseas success and are, according to Hawes and Kealey (1979) theoretically stable, individual characteristics which should therefore be valid selection criteria. In this chapter, the self-rated responses of the foreign coaches will be analysed. Those of the Canadian contacts will be reviewed in Chapter VI. Combined aspects will be considered in Chapter VII, along with other, more selective, analyses.

As many variables needed to be measured, see Table 18, more attention was given to the categorical data and less to the data derived from opinions in order to reduce interpretive problems. Even so, considerable complexity was involved in the analysis because of the number of variables. Steps were taken to break this large quantity down into smaller, more manageable, proportions. Methods employed included:

(a) Analysing the independent variables separately from the dependent (and moderator) variables, utilising the same processes for each

(b) Analysing the foreign coach and Canadian contact responses separately

(c) Analysing the responses from within the coaching situation separately from those from outside coaching

(d) Making comparisons using the dominant factors emerging from the above analyses

(e) Making comparisons of responses to selected questions common to most or all of the questionnaires in a 'package'

(f) Making comparisons of responses to selected questions within 'packages' where at least seven out of the nine questionnaires have been returned

The programme SPSS-X was used in the analysis. Factor scales were developed for each subject on each of the independent and dependent variable factors isolated and then multiple regression was used to ascertain relationships between these.

ANALYSIS OF THE INDEPENDENT VARIABLES (I.V.)

First, a separate consideration of those items requiring a choice to be made from a proferred list of options was undertaken in order to identify the dominant option(s) in each case for later use. These items were as follows:

| | | |
|---|---|---|
| Q. 63-66 | I.V. 14-22 | Four motivations |
| Q. 121-123 | I.V. 04*,07*, 10* and 27-49 | Three characteristics |
| Q. 124-126 | I.V. 50-57 | Three roles attempted |
| Q. 138 | I.V. 59 | Main reason for coaching |
| Q. 158-170 | I.V. 60-72 | Thirteen perceptions of coaching |

The dominant options that emerged are given in Table 27.

The second process undertaken was a computation of means and standard deviations for the seventeen independent variables that were self-rated by the foreign coaches using a five-point Likert-type scale. The items involved here were:

| | | |
|---|---|---|
| Q. 23-62 | I.V. 01-13 | Personal dimensions |
| Q. 67-70 | I.V. 23-26 | Expectations |

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*Overlap with Personal Dimensions Inventory items possible.

Table 27

Results of the analysis of independent variables involving self-ratings based on selected choices from proferred lists (n = 32)

4 MOTIVATIONS        QUESTIONS 63-66

| OPTION | VARIABLE | RANKED NUMBER OF TIMES CHOSEN | PREFERRED CHOICES |
|---|---|---|---|
| F | 19 | 19 (Q.63) | To promote development of athletes/ sport |
| C | 16 | 18 (Q.64) | Curiosity for different cultural or geographical horizons |
| A | 14 | 17 (Q.65) | Financial advantages |
| I | 22 | 15 (Q.66) | 'Other' (dominantly 'quality of life in Canada') |
| D | 17 | 13 | To acquire professional experience |
| B | 15 | 12 | To get out of home country |
| E | 18 | 10 | To acquire more responsibility |
| G | 20 | 8 | To promote international understanding |
| H | 21 | 8 | An invitation |

There were 5 instances of choices not being given.

3 CHARACTERISTICS        QUESTIONS 121-3

| OPTION | VARIABLE | RANKED NUMBER OF TIMES CHOSEN | PREFERRED CHOICES |
|---|---|---|---|
| F | 32 | 18(Q.121) | Technical competence |
| E | 31 | 15(Q.122) | Teaching ability |
| K | 35 | 8(Q.123) | Enthusiasm |
| Y | 48 | 7 | Sense of humour |
| A | 27 | 7 | Ability to adapt |

Chosen 4 times were C/29; G/33 and H/34.
Chosen 3 times were D/30; T/43; U/44; V/45 and X/47.
Chosen twice were I/10; J/07; L/36; Q/41 and S/42.
Chosen once were B/28; N/38; O/39 and R/41.
Not chosen at all were M/37; P/40; Q/41; W/46 and Z/49.
There was 1 instance of a choice not being given.

Table 27 (continued)

3 ROLES ATTEMPTED QUESTIONS 124-6

| OPTION | VARIABLE | NUMBER OF TIMES CHOSEN | PREFERRED CHOICES |
|---|---|---|---|
| f | 55 | 28(Q.124) | Enable Canadian athletes profit from my experience in homeland |
| h | 57 | 25(Q.125) | Keep general goals in sight even if technical difficulties |
| b | 51 | 19(Q.126) | Try to be useful, even beyond strict terms of coaching situation |
| e | 54 | 9 | Try to integrate my technical activities into Canadian policy |

Chosen 4 or fewer times were c/52; d/53; g/56; and a/50.
There were 4 instances of choices not being given.

MAIN REASON FOR COACHING QUESTION 138

| OPTION | VARIABLE | NUMBER OF TIMES CHOSEN | PREFERRED CHOICES |
|---|---|---|---|
| - | 59 | 19(Q.138) | Previous personal experience with sport |
| - | (59) | 11 | Personal enjoyment |

Chosen twice was 'Community need for my service'.
Not chosen at all were 'Family involvement' and 'Financial considerations'.
'Other' was specified once, 'Profession' being cited.

13 COACHING SELF-PERCEPTIONS* QUESTIONS 158-170

| 'MOST' OPTION | VARIABLE | NUMBER OF TIMES CHOSEN AND PERCENTAGE OF RESPONDENTS | PREFERRED CHOICES |
|---|---|---|---|
| a | 60 | 22 68.7%<br>(Q.158) | Like to be known as...effective in teaching skills of the game |
| b | 61 | 27 84.4%<br>(Q.159) | I enjoy...the feeling of a job well done |
| a and c | 62 | 10 31.25<br>(Q.160) | Nothing worse...spectator/athlete act angry with you and embarrassing yourself while coaching |
| a | 63 | 26 87.25%<br>Q.161) | Prefer athletes...consider me an important part of the team |

Table 27 (continued)

| 'MOST' OPTION | VARIABLE | NUMBER OF TIMES CHOSEN AND PERCENTAGE OF RESPONDENTS | PREFERRED CHOICES |
|---|---|---|---|
| a | 64 | 28 87.5%<br>(Q.162) | Coaches I respect...those who know the game very well |
| a | 65 | 26 81.25%<br>(Q.163) | Coaches would do better job... taught the fundamentals better |
| a | 66 | 12 37.5%<br>(Q.164) | A coach should...get the job done |
| a | 67 | 26 81.25%<br>(Q.165) | Best coaches...those who give individual help and are interested in athletes' development |
| b | 68 | 26 81.25%<br>(Q.166) | Story describes as...coach who contributed to the growth of athletes |
| a | 69 | 16 50.0%<br>(Q.167) | Emphasise...co-operation |
| b | 70 | 14 43.75%<br>(Q.168) | This sport contributes to... physical fitness |
| a | 71 | 21 65.6%<br>(Q.169) | Concerned about...the prevention of physical injuries |
| b | 72 | 13 40.6%<br>(Q.170) | Long-term outcome of playing this sport...develop a desire to achieve under demanding situations |
| There were 29 instances of choices not being given in total. | | | |

*The complete results of this part are given as Appendix XI.

Also included in this step was Q. 127, I.V. 58 - Cross-cultural movement beneficial/continue - which required a yes/no response. The means and standard deviations of these eighteen independent variables are shown in Table 28. As a result of the halo effect, ratings are generally skewed in the 'positive' direction, thus inflating the means in a manner common to such rating scales. The expectations items are theoretically not the same as personal characteristics and were analysed separately, as was the opinion in variable number 58. Product-moment correlations were computed for all these independent variables and a principal components factor analysis was undertaken separately for personal dimensions, expectations and opinions which revealed fifteen factors that accounted for 88.2 percent of the total variance. The results of the analyses are presented in Tables 29 and 30.

Table 28
Means and standard deviations of self-rated independent variables
(n = 32)

PERSONAL DIMENSIONS INVENTORY QUESTIONS 23-26

| QUESTION NUMBER | VARIABLE | CHARACTERISTIC MEASURED | MEAN[1] | SD |
|---|---|---|---|---|
| 23 | 03 | Considers self a friendly person | 4.594 | .560 |
| 24 | 02 | Initiative in new situations | 3.688 | 1.120 |
| 25 | 04 | Openness to ideas from others | 4.258 | .729 |
| 26 | 05 | Is analytical in decision-making | 4.500 | .622 |
| 27 | 06 | Feels confident in making plans | 4.656 | .602 |
| 28 | 07 | Preference for like-minded people | 3.567 | 1.223 |
| 29 | 10 | No persistence with frustrating tasks | 2.531 | 1.414 |
| 30 | 08 | Preference for talking over listening | 2.667 | 1.295 |
| 31 | 09 | Shows interest in others | 4.000 | 1.047 |
| 32 | 04 | Issues have clear-cut answers | 3.344 | 1.335 |
| 33 | 05 | Is cautious in decision-making | 3.594 | 1.073 |
| 34 | 11 | Need for prudence due to political realities overseas | 3.621 | 1.347 |
| 35 | 01 | Found situations hard to cope with in past | 3.161 | 1.241 |
| 36 | 01 | Remains in full control of self under stress | 3.906 | 1.174 |
| 37 | 07 | Cannot accept things about other countries | 2.844 | 1.347 |
| 38 | 12 | Speaks frankly rather than remaining silent | 3.645 | 1.253 |
| 39 | 06 | Lacks self-confidence | 2.000 | 1.191 |
| 40 | 12 | Never hesitates to speak out | 3.563 | 1.318 |
| 41 | 02 | Lets others take the initiative | 2.258 | 1.064 |
| 42 | 03 | Feels trustworthy in eyes of others | 4.633 | .556 |
| 43 | 08 | Can read suffering in others easily | 4.125 | 1.157 |

Table 28 (continued)

| QUESTION NUMBER | VARIABLE | CHARACTERISTIC MEASURED | MEAN | SD |
|---|---|---|---|---|
| 44 | 12 | Prefers to be frank around others | 3.355 | 1.199 |
| 45 | 09 | Acknowledges and compliments others | 4.031 | .695 |
| 46 | 01 | Expresses frustration | 3.375 | 1.238 |
| 47 | 06 | Feels confident about personal judgment | 4.625 | .554 |
| 48 | 03 | Prefers to work with others | 3.750 | 1.295 |
| 49 | 07 | Should not live by laws of foreign country | 1.250 | .762 |
| 50 | 04 | New ideas only interfere | 2.129 | 1.258 |
| 51 | 03 | People come to me with their problems | 4.281 | .581 |
| 52 | 08 | Can sense the feelings of others accurately | 4.097 | .870 |
| 53 | 09 | Doesn't respect a lot of people | 3.097 | 1.423 |
| 54 | 03 | Gets into conflict with others | 1.969 | 1.092 |
| 55 | 13 | Is close to spouse and family | 3.929 | 1.274 |
| 56 | 02 | Not one of the first to act in groups | 2.625 | 1.362 |
| 57 | 11 | No need to be sensitive to local politics overseas | 2.667 | 1.561 |
| 58 | 10 | Gives up when faced with unduly complicated situations | 1.452 | .506 |
| 59 | 11 | Need to be aware of local cultural realities overseas | 4.375 | .907 |
| 60 | 13 | Difficult communication with spouse and family | 1.852 | 1.027 |
| 61 | 10 | Likes to finish a task before moving on to another | 4.133 | 1.137 |
| 62 | 13 | Spouse and I understand each other | 4.417 | .929 |
| PERSONAL EXPECTATIONS | | QUESTIONS 67-70 | | |
| 67 | 23 | Expected a rewarding experience overseas | 4.533 | .900 |
| 68 | 24 | Felt confident could prepare self and family in little time | 4.100 | 1.322 |
| 69 | 25 | Was concerned would have trouble living in another country | 2.069 | 1.361 |
| 70 | 26 | Never doubted would do well overseas | 3.852 | 1.199 |

Table 28 (continued)

| **CROSS-CULTURAL MOVEMENT BENEFICIAL/CONTINUE** QUESTION 127 | | | | |
|---|---|---|---|---|
| QUESTION NUMBER | VARIABLE | CHARACTERISTIC MEASURED | MEAN | SD |
| 127 | 58 | Opinion on benefit and continuance of cross-cultural movement | 1.000 | .000 |

1. In the scoring of the items, 'Strongly agree' was at the upper end of the scale and was scored 5 and 'Strongly disagree' was scored 1.

Table 29
Factor analysis of the personal dimensions independent variables
(n = 32)

| **FACTOR 1** **INTERPERSONAL INTEREST/DECISION-MAKING** | | |
|---|---|---|
| QUESTION NUMBER | CHARACTERISTIC | FACTOR LOADING |
| 31 | Shows interest in others | .85 |
| 26 | Is analytical in decision-making | .83 |
| 45 | Acknowledges and compliments others | .71 |
| Eigen Value 6.27 Percent of Total Variance 14.3 | | |
| **FACTOR 2** **NON-ETHNOCENTRISM** | | |
| 41 | Lets others take the initiative | .79 |
| 49 | Should not live by laws of foreign country | .77 |
| 37 | Cannot accept things about other countries | .59 |
| Eigen Value 3.72 Percent of Total Variance 8.5 | | |
| **FACTOR 3** **SELF-CONFIDENCE** | | |
| 43 | Can read suffering in others easily | .81 |
| 39 | Lacks self-confidence | - .80 |
| 34 | Need for prudence due to political realities overseas | .65 |
| Eigen Value 3.34 Percent of Total Variance 7.6 | | |
| **FACTOR 4** **FRANKNESS/CAUTIOUSNESS** | | |
| 33 | Cautious in decision-making | .86 |
| 40 | Never hesitates to speak up | .65 |
| 44 | Prefers to be frank around others | .56 |
| Eigen Value 3.07 Percent of Total Variance 7.0 | | |

Table 29 (continued)

| | | |
|---|---|---|
| FACTOR 5 | INTERPERSONAL SKILLS | |
| 51 | People come to me with their problems | .91 |
| Eigen Value 2.62 | Percent of Total Variance 6.0 | |
| FACTOR 6 | INTERCULTURAL AWARENESS/TOLERANCE | |
| 57 | No need to be sensitive to local politics overseas | .87 |
| 59 | Need to be aware of local cultural realities overseas | - .58 |
| 46 | Hard to hide feelings if frustrated | - .53 |
| Eigen Value 1.81 | Percent of Total Variance 4.1 | |
| FACTOR 7 | COMMUNICATION | |
| 60 | Communication with spouse and family becoming more difficult | .82 |
| 28 | Preference for like-minded people | .80 |
| Eigen Value 1.72 | Percent of Total Variance 3.9 | |
| FACTOR 8 | OPEN-MINDEDNESS | |
| 25 | Openness to ideas from others | .94 |
| Eigen Value 1.47 | Percent of Total Variance 3.3 | |
| FACTOR 9 | INTERPERSONAL HARMONY | |
| 53 | Doesn't respect a lot of people | .85 |
| Eigen Value 1.32 | Percent of Total Variance 3.0 | |
| FACTOR 10 | WORK SITUATION | |
| 48 | Prefers to work with others | - .82 |
| Eigen Value 1.23 | Percent of Total Variance 2.8 | |
| FACTOR 11 | INITIATIVE | |
| 24 | Takes initiative in new situations | .90 |
| Eigen Value 1.18 | Percent of Total Variance 2.7 | |

Some of the regroupings of the items did not immediately reveal any logic and these were set aside for present purposes. There were eleven factors retained out of the thirteen identified from the personal dimensions items, made up as shown in Table 29. Factors 3 and 10 each involved one item with negative loading while factor 6 incorporated two such items. Factors 8, 9, 10 and 11 had fairly low Eigen values and accounted for relatively small percentages of the total variance but were included because the topics they indicated were expected to be predictors of the coach's effectiveness abroad. These eleven factors accounted for 63.2% of the total variance for personal dimensions. In comparison to the findings in the CIDA document, it is interesting to note that the first factor emerging was interpersonal interest, closely related to the first factor indicated by the colleagues in that study. Additionally, third factor of the present study noticeably corresponds to the first and second factors of the overseas CIDA workers and to the second factor identified by the colleagues in that study. The current study's second factor, non-ethnocentrism, is much more highly placed than it was in the CIDA study, perhaps because foreign coaches very seldom work with others from home and, therefore, ethnocentric aspects are more prominent under such circumstances.

The factor analysis of the other independent variables shows a very definite pairing within the Personal Expectations items, producing two more factors. These are given in Table 30. The first pair, termed Factor 12 and relating to expected success overseas, was actually the second factor to emerge overall in the analysis of the independent variables (after Interpersonal Interest).

Table 30
Factor analysis of the other independent variables ($n$ = 32)

| FACTOR 12 | EXPECTATIONS OF SUCCESS OVERSEAS | |
|---|---|---|
| QUESTION NUMBER | CHARACTERISTIC | FACTOR LOADING |
| 70 | Never doubted would do well overseas | .84 |
| 69 | Concerned would have trouble living abroad | .70 |
| Eigen Value 4.83 | Percent of Total Variance 11.0 | |

Table 30 (continued)

| **FACTOR 13** | **QUICK PREPARATION/REWARDING EXPERIENCE** | |
|---|---|---|
| 68 | Confident could prepare quickly for cross-cultural move | .85 |
| 67 | Expected rewarding experience | .81 |
| Eigen Value 1.99 | Percent of Total Variance 4.5 | |

## ANALYSIS OF THE DEPENDENT VARIABLES (D.V.)

The dependent variables are those related to success overseas and, as with the independent variables, foreign coach responses will be considered here, while the responses of the Canadian contacts and combined aspects will be dealt with in Chapters VI and VII respectively. Although the total number of dependent variables is less than half that of the independent ones, see Table 20, there are still enough to cause complexity in the analysis process and to warrant steps being taken to reduce the quantity to smaller, more manageable, proportions. These steps match exactly those undertaken with the independent variables, including the development of factor scales and the use of multiple regression to determine any existing relationships between the factors isolated.

Only one item required a choice to be made from a proferred list, that is Q. 114, D.V. 125 - Majority of leisure time spent with whom? This item was considered separately and the results are shown in Table 31. The remaining thirty-two dependent variables included four that required a yes/no response, namely:

| | | |
|---|---|---|
| Q. 128 | D.V. 130 | Happy coached here |
| Q. 153 | D.V. 131 | Would repeat cross-cultural coaching |
| Q. 115 | D.V. 132 | Work in Canada helpful at home |
| Q. 116 | D.V. 133 | Expect re-adjustment problems on return home |

Table 31
Results of the analysis of dependent variable involving choice from a proferred list (n = 32)

| **DOMINANT LEISURE SPENT WITH** | | **QUESTION 114** | |
|---|---|---|---|
| OPTION | VARIABLE | RANKED NUMBER OF TIMES CHOSEN | PREFERRED CHOICES |
| e | 125 | 19 | With Canadians |
| b | (125) | 10 | With immediate family |
| a | (125) | 3 | Alone |
| Not chosen at all were 'With people from homeland' and 'With other foreigners'. | | | |

The means and standard deviations for the twenty-six dependent variables self-rated by use of a five-point Likert-type scale and the four yes/no items are shown in Table 32.

Table 32
Means and standard deviations of self-rated dependent variables (n = 32)

| **PERSONAL FEELINGS** | | **QUESTIONS 86-91** | | |
|---|---|---|---|---|
| QUESTION NUMBER | VARIABLE | CHARACTERISTIC MEASURED | MEAN[1] | SD |
| 86 | 101 | About living in Canada | 4.750 | .440 |
| 87 | 102 | Oneself in Canada | 4.531 | .671 |
| 88 | 103 | Meeting Canadians | 4.594 | .560 |
| 89 | 104 | Coaching in Canada | 4.500 | .568 |
| 90 | 105 | Speaking another language | 4.320 | .802 |
| 91 | 106 | One's health in Canada | 4.688 | .535 |

Table 32 (continued)

| **SELF-RATINGS** | | **QUESTIONS 92-107** | | |
|---|---|---|---|---|
| **QUESTION NUMBER** | **VARIABLE** | **CHARACTERISTIC MEASURED** | **MEAN** | **SD** |
| 92 | 107 | Knowledge of local language | 4.344 | .745 |
| 93 | 108 | Knowledge of non-verbal communication | 3.742 | 1.094 |
| 94 | 109 | Extent of interaction with Canadians | 3.938 | 1.014 |
| 95 | 110 | Ease of real personal contact with Canadians | 3.645 | 1.018 |
| 96 | 111 | Ease of adjustment to Canadian manners/morals | 3.406 | .837 |
| 97 | 112 | Interest in Canada and tourism | 4.188 | .644 |
| 98 | 113 | Factual knowledge of Canada | 3.406 | .875 |
| 99 | 114 | Acceptance of Canadian customs | 4.344 | .827 |
| 100 | 115 | Engaging in enjoyable activities | 3.406 | 1.043 |
| 101 | 116 | Extent had to change own ways | 2.063 | 1.190 |
| 102 | 117 | Extent feel 'different' | 2.344 | 1.096 |
| 103 | 118 | Extent own 'difference' shows 'superiority' | 1.419 | .765 |
| 104 | 119 | Commitment to coaching | 4.452 | .624 |
| 105 | 120 | Concern with training Canadians | 4.219 | 1.099 |
| 106 | 121 | Extent important receive respect | 3.594 | 1.103 |
| 107 | 122 | Extent own 'foreign' status confers special status | 2.313 | 1.401 |
| **ADJUSTMENT** | | **QUESTIONS 117 and 118** | | |
| 117 | 126 | Personal | 4.313 | .693 |
| 118 | 127 | Family | 4.3 | .492 |
| **EFFECTIVENESS/SATISFACTION** | | **QUESTIONS 119, 120, 128, 153** | | |
| 119 | 128 | In daily tasks, duties, etc. | 4.194 | .749 |
| 120 | 129 | In skill transfer | 4.313 | .644 |
| 128 | 130 | With your coaching in Canada | 1.063 | .246 |
| 153 | 131 | With cross-cultural coaching | 1.033 | .183 |

Table 32 (continued)

| BACK HOME | | QUESTIONS 115 and 116 | | |
|---|---|---|---|---|
| 115 | 132 | Canadian coaching helpful | 1.077 | .277 |
| 116 | 133 | Re-adjustment problems expected | 1.571 | .514 |

1. In the scoring of the items, any 'Does not apply' responses were noted separately.

| | | | |
|---|---|---|---|
| Completely<br>Very good<br>Among best<br>Highly effective | These responses at the upper end of the scale were scored 5 | Hardly at all<br>Very unhappy<br>Among least<br>Highly ineffective | These responses were scored 1 |

Two dependent variables, numbers 124 (Q. 108-110) and 125 (Q. 111-113) were excluded because it was doubtful how these could be analysed. These variables related to most satisfying and most dissatisfying social activities undertaken. From a brief content analysis carried out, dominating the 'most satisfying' category were sports in various forms and gatherings of family and friends. Half the respondents indicated no dissatisfying activities; the rest varied considerably with a slight preponderance towards business meetings, receptions and 'international' socials, drink, noise and, interestingly, meetings with volunteers. Again, product-moment correlations were computed for the dependent variables and a principal-components factor analysis with varimax rotation was computed to determine the basic dimensions or factors that underlie the variables. The results of this factor analysis are given in Table 33. There were ten self-rated dependent variable factors identified which together accounted for 81.9 percent of the total variance.

Table 33
Factor analysis of the self-rated dependent variables ($n = 32$)

| | | |
|---|---|---|
| **FACTOR 1** | **INTERPERSONAL SKILLS SATISFACTION** | |
| QUESTION NUMBER | CHARACTERISTIC | FACTOR LOADING |
| 90 | At speaking another language | .89 |
| 88 | At meeting Canadians | .66 |
| Eigen Value 5.75 | Percent of Total Variance 20.5 | |
| **FACTOR 2** | **PERSONAL FEELINGS OF SATISFACTION** | |
| 118 | At family adjustment | .91 |
| 87 | At oneself in Canada | .69 |
| 86 | At living in Canada | .62 |
| Eigen Value 3.91 | Percent of Total Variance 11.4 | |
| **FACTOR 3** | **INTERACTION WITH HOST NATIONALS** | |
| 94 | Extent of interaction with Canadians | .83 |
| 95 | Ease of 'real personal contact' with Canadians | .77 |
| 96 | Ease of adjustment to Canadian manners/morals | .73 |
| Eigen Value 2.81 | Percent of Total Variance 10.0 | |
| **FACTOR 4** | **NON-ETHNOCENTRISM** | |
| 103 | Extent to which own 'difference' shows 'superiority' | .85 |
| Eigen Value 2.12 | Percent of Total Variance 7.6 | |
| **FACTOR 5** | **PROFESSIONAL/CULTURAL ADJUSTMENT** | |
| 104 | Commitment to coaching | .86 |
| 92 | Knowledge of the language | .58 |
| 98 | Factual knowledge of Canada | .53 |
| Eigen Value 1.97 | Percent of Total Variance 7.0 | |
| **FACTOR 6** | **INTERCULTURAL INTEREST** | |
| 93 | Knowledge of non-verbal communication | .85 |
| 97 | Interest in Canada/tourism | .55 |
| Eigen Value 1.72 | Percent of Total Variance 6.2 | |
| **FACTOR 7** | **OVERALL EFFECTIVENESS** | |
| 119 | Effectiveness in daily tasks/duties | .75 |
| 120 | Effectiveness in skills transfer | .69 |
| 117 | Self-adjustment | .62 |
| Eigen Value 1.64 | Percent to Total Variance 5.9 | |

Table 33 (continued)

| **FACTOR 8** | **FOREIGN-NESS** | |
|---|---|---|
| 107 | Extent own 'foreign' status confers special status | .86 |
| Eigen Value 1.20 | Percent of Total Variance 4.3 | |

When these findings are compared to those of the CIDA study, it is evident

There were no problems with the logic of the item groupings in the ten factors isolated. However, one factor - pleased with coaching in Canada - emerged with an unexpected negative loading that could not be explained. This factor was omitted for the moment. The last factor was not retained also, leaving eight factors accounting for 72.9% of the total variance. When the current findings are compared to those of the CIDA study, it is evident that the first two factors here together match CIDA's first factor, namely Personal Feelings of Satisfaction.

## ANALYSIS OF THE MODERATOR VARIABLES (M.V.)

While the import of these variables will be examined at length in Chapter VII, their analysis is described here in order to maintain the balance of this chapter. Separate consideration was again given to those items requiring a choice to be made from a proferred short list, namely to Q. 71-73, M.V. 201, 202, 204 and 205-212 - Obstacles envisaged or experienced. The results are shown in Table 34.

Table 34
Results of the analysis of moderator variables involving choices from a proferred list ($\underline{n}$ = 32)

**OBSTACLES ENVISAGED/EXPERIENCED** QUESTIONS 71-3

| OPTION | VARIABLE | NUMBER OF TIMES CHOSEN AND PERCENTAGE OF RESPONDENTS | PREFERRED CHOICES |
|---|---|---|---|
| J | 212 | 21 65.5%<br>(Q.71) | Other (language and vocabulary; finance; no recognition own qualifications; low standards/ profile of sport; lack knowledge Canadian motivations, sport organisation; contractual) |
| E | 208 | 16 50%<br>(Q.72) | General working conditions |
| I | 211 | 13 40.6%<br>(Q.73) | Intercultural/interpersonal atmosphere |
| A | 206 | 11 | Remoteness/lack of communications |
| G | 210 | 9 | Cultural/leisure-time activities |
| B* | 202 | 8 | Climate |
| F | 209 | 8 | Availability schools/education standards |

Chosen twice was D*/201 - Housing
Chosen once was C/207 - Hygenic/medical conditions
Not chosen at all was H*/204 - Business/shopping facilities
There were 6 instances of choices not being given
*Overlap with Living Condition items possible

Twelve moderator variables were self-rated using a five-point Likert-type scale and means and standard deviations were computed for these, the results being presented in Table 35.

Table 35
Means and standard deviations of self-rated moderator variables (n = 32)

| | | | | | |
|---|---|---|---|---|---|
| LIVING CONDITIONS | | QUESTIONS 74-78 | | | |
| QUESTION NUMBER | VARIABLE | CHARACTERISTIC MEASURED | MEAN[1] | SD | % |
| 74 | 201* | Housing (More comfortable and about the same) | 3.688 | .931 | 34.4 |
| 75 | 202* | Climate (Less comfortable) | 3.000 | 1.136 | 34.4 |
| 76 | 203 | Personal security (About the same) | 3.250 | 1.218 | 34.4 |
| 77 | 204* | Availability of goods/ services (About the same) | 3.750 | .984 | 34.4 |
| 78 | 205 | Overall (More comfortable) | 3.656 | .787 | 46.9 |
| JOB CONSTRAINTS | | QUESTIONS 79-85 | | | |
| 79 | 213 | Clear/realistic job objectives (A great deal) | 3.067 | .980 | 34.4 |
| 80 | 214 | Psychological atmosphere at work (To some extent and Hardly at all) | 2.097 | .944 | 31.3 |
| 81 | 215 | Lack of work commitment from others (A great deal) | 3.065 | .988 | 40.6 |
| 82 | 216 | Lack of support home nationals at work (Hardly at all) | 1.531 | .879 | 65.6 |
| 83 | 217 | Lack of facilities at work (A great deal) | 3.031 | .231 | 40.6 |
| 84 | 218 | Lack of equipment at work (To some extent) | 2.531 | 1.295 | 28.1 |
| 85 | 219 | Lack clear terms reference for job (To some extent) | 2.367 | 1.326 | 34.4 |

1. At the upper end of the scale 'Completely' and 'Much more comfortable' were scored 5 and 'Hardly at all' and 'Much less comfortable' were scored 1.
*Overlap with Obstacles choices possible.

There were some interpretive difficulties encountered when attempts were made to study the effects of these moderating variables. The findings are reviewed in Chapter VII in paragraph form to obtain an impression of any factors which, when compared with the other data, might show significant relationships.

# CHAPTER VI

# THE SURVEY: 2. CANADIAN CONTACTS

## INTRODUCTION

The materials presented in this chapter are grouped into two. Those obtained from Canadian colleague contacts who are within the coaching situation, specifically athletes taught by the foreign coach and counterparts, co-coaches working with the foreign coach, are considered first. The later part of the chapter deals with information gained from the responses of those outside the direct coaching situation. These Canadian contact personnel (host nationals) were selected in such a way that they provide a gradation of distance away from the coaching situation, from officials who are close to it, through administrators who are somewhat removed from it, though still work-related, to members of the general public who are distant from it. The intent of this diversity of contact is to enable a broadly-based composite picture of the foreign coach to be obtained.

## A. CANADIAN COLLEAGUES

### INSTRUMENTS

In all contact categories, the instrument used was the mail-back questionnaire that produced ratings of the foreign coach based on personal observations and made through responses to subjective and objective questions, as well as through open-ended answers. In the Canadian colleagues' questionnaire, thirty-seven of the one hundred questions came from the CIDA study; forty-seven from the State of Michigan study on Youth Sports (1976-8); and three from the OECD study of Harari (1974). The remaining thirteen originated with this author. In numerous instances, the original question wording was slightly altered to tailor it to coaching. The make-up of the Canadian colleague questionnaire is summarised in Table 36.

Table 36
Summary of Canadian colleague questionnaire

| INSTRUMENT PART | SOURCE OF MEASUREMENT | VARIABLE | NUMBER OF ITEMS | VARIABLE CLASS | NUMBER OF VARIABLES |
|---|---|---|---|---|---|
| I | Self-report | General background information | 12 | - | - |
| | | Repeat experience | 1 | Dependent | 1 |
| II | Rating of foreign coach as coach | Attitudes | 10 | Independent | 1 |
| | | Overall coaching ability | 4 | Independent | 1 |
| | | Coaching competency (practices) | 8 | Independent | 1 |
| | | Lack of sleep | 1 | Independent | 1 |
| | | Technical competency | 7 | Independent | 1 |
| | | Opinions (of foreign coach) related to coaching | 10 | Independent | 10 |
| | | Communication effectiveness | 1 | Dependent | 1 |
| | | Causes communication problems | 2 | Dependent | 2 |
| | | Foreign coach characteristics | 3 | Independent | 26 (choices) |
| III | Rating of foreign coach personally | Personal dimensions | 11 | Independent | 11 |
| | | Descriptive statements | 11 | Dependent | 11 |
| IV | Rating of foreign coach cross-culturally | Personal adjustment | 1 | Dependent | 1 |
| | | Family adjustment | 1 | Dependent | 1 |
| | | Job effectiveness | 1 | Dependent | 1 |
| | | Effectiveness skill transfer | 1 | Dependent | 1 |
| | | Cross-cultural movement good | 1 | Independent | 1 |

Table 36 (continued)

| INSTRUMENT PART | SOURCE OF MEASUREMENT | VARIABLE | NUMBER OF ITEMS | VARIABLE CLASS | NUMBER OF VARIABLES |
|---|---|---|---|---|---|
| | | "Import" of foreign coaches | 1 | Independent | |
| | | Foreign coach to qualify in Canada | 1 | Independent | 1 |
| | | Role(s) overseas | 3 | Independent | 8 (choices) |
| | Own written views | Open-ended questions | 9 | - | - |

## THE VARIABLES

Likert-type scales were used to measure the majority of the independent variables, sometimes involving a range of three (Questions 14-23 and 28-35) and on other occasions a range of five (Questions 37-43 and 60-70). For four questions, numbers 24-27, the scale used had a range of four. This is somewhat unusual but was done on purpose to elicit a definite effectiveness rating from respondents by removing the middle 'average' category. Choices of an either/or nature conveyed the required information in four items and selections from proferred short lists provided material in sixteen instances. Any additional variables were given continuing sequential numbers, producing a total of sixty-one variables as identified in Table 37.

Table 37
The independent variables (61)

| VARIABLE CODE NUMBER | DIMENSION | QUESTIONS COVERING DIMENSION | TOTAL VARIABLES REQUIRED |
|---|---|---|---|
| | **PERSONAL DIMENSIONS** | | |
| 01 | Tolerance | 60 | 1 |
| 03 | Interpersonal Skills | 61 | 1 |
| 04 | Flexibility | 62, 57-9 possibly | 1+ |
| 05 | Decision-Making | 63 | 1 |
| 06 | Confidence | 64 | 1 |
| 07 | Ethnocentrism | 59-9 possibly | 1 |
| 08 | Empathy | 65 | 1 |
| 09 | Respect | 66 | 1 |
| 10 | Perseverance | 67, 57-9 possibly | 1+ |
| 11 | Social/Political Sensitivity | 68 | 1 |
| 12 | Frankness | 69 | 1 |
| 13 | Family Communication | 70 | 1 |
| | **CHARACTERISTICS OF SUCCESSFUL COACHES** | | |
| 27 | Abilty to adapt | ↑ | |
| 28 | Familiarity with local customs | | |
| 29 | Tact/understanding/diplomacy | | |
| 30 | Objectivity | | |
| 31 | Teaching ability | | |
| 32 | Technical competence | | |
| 33 | Sound judgment/common sense | | |
| 34 | Team spirit | | |
| 10 | Tenacity | | |
| 07 | Absence of racial prejudice | | |
| 35 | Enthusiasm | | |
| 36 | Courage | 57-9+ | 3 |
| 37 | Selflessness | | |
| 38 | Idealism | | |
| 39 | Friendliness | | |
| 40 | Articulate | | |
| 04 | Flexible | | |
| 41 | Persuasive | | |
| 42 | Maturity | | |
| 43 | Realistic | | |
| 44 | Sense of duty | | |
| 45 | A cool head | | |
| 46 | Cheerfulness | | |
| 47 | Optimism | | |
| 48 | Sense of humour | | |
| 49 | Imagination | ↓ | |
| | **ROLES ATTEMPTED** | | |
| 50 | To spread the culture of my homeland | ↑ | |

Table 37 (continued)

| VARIABLE CODE NUMBER | DIMENSION | QUESTIONS COVERING DIMENSION | TOTAL VARIABLES REQUIRED |
|---|---|---|---|
| 51 | To try and be useful, even beyond the strict terms of the coaching situation | 98-100 | 3 |
| 52 | To try and improve techniques without trying to improve people | | |
| 53 | To serve as a mediator between two cultures | | |
| 54 | To try and integrate my technical activities into Canadian policy | | |
| 55 | To enable Canadian athletes to profit from my experience gained with athletes in the homeland | | |
| 56 | To make an effort to behave in a way that will give a favourable impression of my home country | | |
| 57 | To keep general goals in sight even if there are technical difficulties | | |
| | CROSS-CULTURAL MOVEMENT | | |
| 58 | Beneficial and should continue | 95 | 1 |
| | PERCEPTIONS OF COACH AS COACH | | |
| 60 | Known as | 44 | 1 |
| 61 | Enjoys | 45 | 1 |
| 63 | Prefers athletes | 46 | 1 |
| 66 | Coach should | 47 | 1 |
| 67 | Best coaches | 48 | 1 |
| 68 | Story written | 49 | 1 |
| 69 | Emphasises | 50 | 1 |
| 70 | Sport contributes | 51 | 1 |
| 71 | Concerned | 52 | 1 |
| 72 | Long-term outcome | 53 | 1 |
| 73 | Attitude (as shown by actions) | 14-23 | 1 |
| 74 | Overall coaching ability | 24-27 | 1 |
| 75 | Coaching competency (in practices) | 28-35 | 1 |
| 76 | Lack of sleep | 36 | 1 |
| 77 | Technical competency | 37-43 | 1 |
| | CANADIAN APPROACH | | |
| 78 | "Import" of foreign coaches | 96 | 1 |
| 79 | Canadian qualifying required | 97 | 1 |

+ = possible overlap

The majority of the dependent variables identified (Table 38) were measured using a five-point Likert-type scale. Only one of these variables, question 13, obtained information by means of a yes/no choice; two questions required responses from a proferred short list; and a four-point Likert-type scale was employed in question 91. Each of the eighteen dependent variables is detailed in full in Table 38.

Table 38
The dependent variables (18)

| VARIABLE CODE NUMBER | DIMENSION | QUESTIONS COVERING DIMENSION | TOTAL VARIABLES REQUIRED |
|---|---|---|---|
| | DESCRIPTIVE STATEMENTS | | |
| 107 | Knowledge of local language | 71 | 1 |
| 108 | Knowledge of non-verbal communication | 72 | 1 |
| 109 | Extent interaction with Canadians | 73 | 1 |
| 112 | Interest in Canada/tourism | 74 | 1 |
| 113 | Factual knowledge of Canada | 75 | 1 |
| 114 | Acceptance of Canadian customs | 76 | 1 |
| 115 | Engaging in enjoyable activities | 77 | 1 |
| 119 | Commitment to coaching | 78 | 1 |
| 120 | Concern with training Canadians | 79 | 1 |
| | ADJUSTMENT | | |
| 126 | Personal adjustment | 82 | 1 |
| 127 | Family adjustment | 83 | 1 |
| | EFFECTIVENESS | | |
| 128 | In daily tasks | 90 | 1 |
| 129 | In skill transfer | 91 | 1 |
| | SATISFACTION | | |
| 131 | Would repeat experience with foreign coach | 13 | 1 |
| | COMMUNICATION | | |
| 134 | Main cause of any problems | 55 | 1 |
| 135 | Contributory causes of any problems | 56 | Up to 4 possible |
| | COACHING STYLE | | |
| 136 | Individual needs more important (than group) | 80 | 1 |
| 137 | Relies on punishment for discipline | 81 | 1 |

The Canadian athlete and coach contacts were provided with eleven opportunities to give open-ended responses concerning (i) whether they would repeat the experience of working with a foreign coach; (ii) the five most important attitudes or skills necessary for a foreign coach to be successful in Canada; (iii) which of the identified attitudes/skills they considered the foreign coach to possess; (iv) the five most important things a foreign coach (and family) should be told to prepare for living and working in Canada; (v) who should give the coach this information; (vi) expectations of the foreign coach as an 'expert' and an individual abroad; (vii) contributions to be expected from Canadian coaches and athletes in the cross-cultural situation; (viii) any problems/difficulties that arose because of the coach's foreign background and (ix) suggested ways to prevent or resolve these; (x) the 'import' of foreign coaches by Canadian Sport Associations and (xi) whether such coaches (if not short-term visitors) should have to requalify in Canada. There was also space provided for any 'additional comments' the Canadian athletes and coaches wished to make.

## THE SAMPLE

This writer has no means of knowing how many Canadian athletes and coach contacts were actually given the opportunity to participate in this study. Each foreign coach was asked to distribute four 'colleague' questionnaires, three to athletes and one to a Canadian counterpart coach. If no such coach worked with the foreign coach, a fourth athlete was to be invited to complete a questionnaire. There were fifty-eight returned questionnaires received from respondents in the 'colleague' category. A general indication of the make-up of these respondents is given in Table 39 and shows that the majority of those replying were male, 20-29 years old, with a university education. The majority had 6-10 years' experience with the sport and 4-8 years' experience with foreign coaches. Seventy-seven percent of co-coaches and 88.8% of athletes would repeat the cross-cultural experience.

Table 39
Composition and characteristics of the Canadian colleague sample by percentage

| PERCENTAGE OF SAMPLE | | CHARACTERISTIC | |
|---|---|---|---|
| Ath.n=45 | Coach n=13 | | |
| 45 | 13 | Co-Coaches and Athletes | Function |
| 26.7 | 30.8 | Female | Sex |
| 68.9 | 69.2 | Male | |
| 4.4 | - | Not stated | |
| 22.2 | 7.7 | Under 20 years | Age |
| 60.0 | 38.5 | 20-29 years | |
| 15.5 | 53.8 | 30-49 years | |
| 2.3 | - | Not stated | |
| 22.2 | 30.8 | High school | Education |
| 20.0 | 30.8 | College/Trade school | |
| 55.5 | 38.4 | University | |
| 0 | 23.1 | Physical Education/ Recreation degree | |
| 2.3 | - | Not stated | |
| 0 | 0 | Under 2 years | Experience with this sport |
| 28.9 | 0 | 3-5 years | |
| 31.1 | 53.8 | 6-10 years | |
| 22.2 | 15.4 | 11-15 years | |
| 6.7 | 23.1 | 16-20 years | |
| 6.7 | 7.7 | Over 20 years | |
| 4.4 | - | Not stated | |
| 6.7 | 7.7 | Under 6 months | Experience with foreign coaches |
| 44.5 | 38.5 | 1/2 year - 3 years | |
| 39.9 | 53.8 | 4-8 years | |
| 2.2 | 0 | Over 8 years | |
| 6.7 | 0 | Not stated | |
| 88.8 | 77.0 | Yes (including qualified answers) | Would repeat experience |
| 2.2 | 23.0 | No | |
| 9.0 | - | Not stated | |

## ANALYSIS OF OPEN-ENDED RESPONSES

As was the case with the foreign coaches, it was not possible to interview the Canadian colleague respondents personally. The information they provided in written responses to open-ended questions and under the heading of 'additional comments' was content-analysed and the results obtained are now described on a topic by topic basis.

### Would repeat experience of working with a foreign coach

Seventy-seven percent of the coaches and 88.8% of the athletes indicated that they would happily repeat the experience. The variety of reasons given is indicated in Table 40 and it is very evident that the focus is clearly on the person of the foreign coach - knowledge and calibre - and the benefits obtainable. Cultural differences that produce clashes/resentment and inhibit learning form the overriding reason given for not repeating the use of a foreign coach. Occasionally, it is to be expected that there may well be a personality clash between coach and athletes that has nothing to do with cultural matters but, this consideration apart, it does seem that adequate advance preparation of both the incoming foreign coach and the recipient Canadian athletes and counterparts would serve to minimise or eliminate the other conditions that reduced the effectiveness and inhibited the success of the cross-cultural coaching situation. From the emphasis shown in responses detailed later, it is evident that Canadian athletes and coaches feel that such preparation should be done by the Canadian Sport Association/ employer.

Table 40
Reasons given for and against repeating the experience of working with a foreign coach

| REASON | COMPONENTS | NUMBER OF TIMES MENTIONED |
|---|---|---|
| **IN FAVOUR** | | |
| Foreign coach's knowledge | Knowledge; experience; international aspects | 16 |
| Foreign coach's personal quality | High calibre; human relations skills; friendship; good teacher; foreignness | 18 |
| Benefits obtained | Improved skills; new viewpoints; learned a lot; new techniques | 23 |
| 'Other' | Absence of Canadian coaches; international pitch/discipline needed/attitude; cultural exchange | 5 |
| **AGAINST** | | |
| Cultural differences | Knowledge gained not worth time lost trying to overcome cultural differences. | 6 |
| | Lack of understanding of N. American athletes/system. | 2 11 |
| | Unwillingness to adapt. | 2 |
| | Bias - homeland ideas = RIGHT | 1 |

### The five most important attitudes/skills necessary for a foreign coach to be successful in Canada

Large numbers of responses were obtained to this question and these were first listed according to their chosen ranking, that is, from first choice to fifth choice. All first choices were then given a 'score' of 5, second choices, 4, and so on down to fifth choices scoring 1. The attitudes and skills given in the responses were then re-listed according to their total scores, producing the results detailed in Table 41. Respondents were also asked to indicate which of their stated success-producing attitudes/skills were possessed by the foreign coach with whom they had contact and these answers are given in the two right-hand columns of Table 41 for each of visual comparison.

Table 41
Most important attitudes/skills necessary for success of foreign coach in Canada

| | | | POSSESSED BY FOREIGN COACH | |
|---|---|---|---|---|
| RANK | SCORE | ATTITUDE OR SKILL | YES | NO |
| 1 | 87 | Technical ability and skills | 24 | - |
| 2 | 74 | Ability to communicate | 15 | 8 |
| 3 | 64 | Knowledge of the sport | 14 | 2 |
| 4 | 61 | Adaptability | 14 | 6 |
| 5 | 57 | Coaching/teaching skill | 17 | 1 |
| 6 | 57 | Language | 10 | 4 |
| 7 | 47 | Understanding of Canadian lifestyle/ customs/people | 16 | 1 |
| 8 | 39 | Open-minded/non-judgmental | 5 | 5 |
| 9 | 30 | Friendly | 11 | - |
| 10 | 26 | Enthusiasm | 9 | - |
| 11 | 25 | Understanding of Canadian athlete Motivation | 3 | 5 |
| 12 | 24 | Dedication | 8 | - |
| | | Interpersonal skills | 7 | 5 |
| 'Other' | 15 or less | Don't compare with homeland; flexibility; experience; discipline; and then many personal attributes e.g. patience, cheerful, sense of humour, etc. | - | - |

When reference is made to Table 25, it can be seen that, like the foreign coaches, Canadian athletes and co-coaches rank work-related factors most highly as contributions to success, listing these in first, second, third and fifth places. Cross-cultural factors make up an obvious second group, placing in fourth, sixth, seventh, eighth, ninth and eleventh places. Quite surprisingly, interpersonal skills, lacking in several coaches (17.2%), are again positioned well down the order. Significantly, the results as given in Table 41 indicate that several of the foreign coaches are lacking in communication (27.6%)/

language skills (13.8%) as well as in the level of their adaptability (20.7%)/open-mindedness (17.2%) and in the amount of their understanding of the motivations of Canadian athletes (17.2%). These are areas that should receive attention in any preparatory training given to incoming coaches in the future.

### The five most important things a foreign coach (and family) should be told to prepare for living and working in Canada

Large numbers of responses were also obtained to this question but, as no ranking was involved, the information obtained was grouped by topic and almost every suggestion made can be included in one of just three categories. These are given in Table 42 and should be considered together with the information contained in Table 26.

Table 42
Cross-cultural preparation: topic areas

| TOPIC AREA | NUMBER OF TIMES MENTIONED | |
|---|---|---|
| 1. Knowledge about Canada | | 64 |
| COMPRISING | | |
| Geographical aspects/environment/climate | 16 | |
| Way of life/customs/laws/living conditions/ political aspects | 25 | |
| The people/attitudes/friendliness/animosity/ laziness/prejudice | 14 | |
| Language/colloquialisms | 9 | |
| 2. Work-related | | 44 |
| COMPRISING | | |
| The athletes/attitudes/standards/amateur status | 20 | |
| Working conditions/opportunities/salary/effort/goals | 14 | |
| The sport/standards/system/status/methods/ Government finance | 10 | |
| 3. The Foreign Coach as a person | | 45 |
| Adaptation/acceptance/mix both cultures/expect differences | 20 | |
| Be patient/objective/friendly/optimistic/flexible/ open/'independent'/diplomatic/helpful/dedicated/ talk to lots of Canadians/engage in non-sport activities | 25 | |

When asked who should give this information, the response was overwhelmingly in favour of the Canadian Sport Association (56.8%) and Canadian employer (20.6%). Five point one percent thought the information should be given in the foreign coach's homeland; 5.1% thought it should be given in the homeland _and_ in Canada and 1.7% thought it should be conveyed by the Canadian Consul in the coach's homeland. Ten point five percent omitted to answer. The need, the topics and the source of the information are all in no doubt whatsoever.

## Canadian expectations of the foreign coach and contributions by Canadians in the cross-cultural situation

The responses to questions 88 and 89 were very distinct and clear-cut in their emphasis, with certain expectations and contributions dominating the replies. These are detailed in Table 43. These questions also elicited some rather startling responses, encompassing ignorance and bias, and some perceptive ones. It was stated on occasions that the foreign coach should be _made_ to change to fit in in Canada, or be sent home, in particular in relation to coaches of Nordic or Germanic origins. It was also an obvious surprise to some respondents that the _Canadians_ should be expected to contribute, some respondents not having realised that cross-cultural situations involve _two_ cultures, with _both_ needing to make adjustments, while other respondents had not realised that the bi-cultural situation would itself have an effect on the coaching process and its effectiveness. Others, perceptively, were aware of the need to educate, citing differences in philosophy between East and West; differences in motivation between N. America and W. Europe; and differences in the amount of time and support

Table 43
Canadian expectations of foreign coaches and contributions by Canadians in the cross-cultural situation

| CANADIAN EXPECTATIONS OF THE FOREIGN COACH | | CONTRIBUTIONS BY CANADIAN COLLEAGUES | |
|---|---|---|---|
| ASPECT | TIMES MENTIONED | ASPECT | TIMES MENTIONED |
| Provision of additional information; technical skill and knowledge; new ideas; experience; change | 33 | Help; advice; support; assistance with language and colloquialisms | 23 |
| Ability to teach; communicate; good personal relations; work self and athletes hard; openness and enthusiasm | 15 | Present Canadian point of view; opinions; information about the sport in Canada | 19 |
| Do the job well; good coach; expert; up-to-date; willingness; produce progress and results (and fun) | 14 | Share Canadian culture; country and lifestyle information; be welcoming; take coach around | 13 |
| Adapt to Canada - customs, environment, people, athletes, way of life; show interest, respect and willingness to learn. | 13 | Exchange sport knowledge; athlete expectations, strengths, weaknesses and past training; provide athlete profile and details of sport system. | 13 |
| Share own culture (with honour) | 5 | Give 100% effort; be willing to listen, learn, try and change | 9 |

available to amateur athletes in regard to training between Canada and East European countries. Several respondents indicated a definite desire that 'imported' foreign experts train Canadian coaches as well as athletes, a point reiterated in other answers and by people not directly involved in the coaching situation.

Problems of cross-cultural origin and proposed solutions

Question 93 asked respondents to identify any difficulties or problems that arose in the coaching situation that were directly attributable to cultural causes. There were no surprises in the responses, which tended to indicate repeatedly certain areas of concern. By far the most dominant area involved problems that arose as a result of language difficulties, accounting for just under half of all the responses. Solutions stressed the need for the foreign coach to have studied English at home, either in school or in the form of a series or course of lessons before taking a position in Canada. Specifically mentioned on numerous occasions was the need to ensure that any instruction given prior to departure must include colloquial and idiomatic N. American speech. Equally emphasised was the need for the incoming coach to take a course in vocabulary appropriate to the sport. This should include both the technical vocabulary and phraseology appropriate to Canadian athletes' understanding.

Other problems mentioned several times included (a) an attitude of bias towards homeland ways as the best for the sport; (b) a philosophical and psychological clash between coaches of Asiatic origin and Canadian colleagues; (c) a lack of knowledge of, and occasionally of interest in, Canada; and (d) a failure to know or understand the motivations of Canadian athletes and the restrictions under which they function e.g. the time constraints imposed by work or study and the low and financially poor status of the amateur athlete in Canada. Solutions proferred for (a) above included a training course at which the foreign coaches were given guidance on the Canadian style and where Canadian coaches were seen at work. It was felt that this would help foreign coaches select from their expertise those facets most applicable and valuable here and also help them adopt others. These solutions were also mentioned in relation to (b) and (d) and for both it was also recommended that more information be supplied in advance about the Canadian sport system and athletes. More time should be allowed for adaptation, with coaches being hosted and taken around, having joint sessions with working Canadian coaches, receiving athlete training profiles and details of their out-of-sport commitments, and preparing athletes to work with, understand and appreciate foreign coaches.

Interestingly from the point of view of this study is the fact that greatest dissatisfaction with the foreign coaches noticeably co-incided with those sports where there was a distinct season of approximately six months, the 'average' length of time taken for culture shock to have reached its full impact but not long enough for it to have fully faded. This author suggests that particular attention is paid to coaches in such sports as regards the nature of the preparation they are given and, perhaps, with a view to bringing them into Canada two or three months ahead of the season to enable initial adjustments to take place before they start work with the athletes.

For item (c), checks at the interview stage, advance preparation materials such as kits, and conversations with Canadians and with home nationals who had worked in Canada were all suggested solutions. Isolated recommendations for preparation other than those given above include some initial monitoring of the foreign coach at work, more socialisation, displays and discussions of Canadian philosophy and much more alignment of Canadian athletes with foreign coaches to help the athletes' understanding. This latter can be partly achieved by training sessions for the athletes in advance of 'their' foreign coach's arrival.

The problem of communication was the topic of questions 55 and 56 where main and contributory causes were to be identified. It was felt that such identification could be useful in preparation and training programmes developed in the future. Main (M) and contributory (C) causes identified included:

- Personality - (M) stubbornness; set in own ways; incorrect expectations (re athletes' dedication to sport)
  - (C) oversensitivity to differences in 'atmosphere' between homeland and Canada (and therefore overcompensation)
- Interpersonal Communication - (M) saying wrong things at wrong time; poor with female and younger athletes; insufficient explanation; reluctance to talk about some aspects; lack of appreciation how communication can enhance performance
- Age difference - (M) } not "in tune"; not up-to-date
  - (C) }
- Social interaction - (C) absence of social contact with athletes outside the coaching situation; no consideration given to athlete's commitments outside sport; more coach-athlete contact/communication expected here (compared to homeland) but not obtained.
- Language - (M) use of homeland vocabulary and slang
  (C) lack of linguistic skill training

'Importation' of foreign coaches and their qualifications

Seventy-six percent of those responding thought Canadian Sport Associations should 'import' foreign coaches, compared to 20.7% who thought they should not; 3.3% omitted to answer. Reasons cited in favour were that new and different ways were of great help to the growth of the sport (32%); that previous international competition, high reputation and expertise in such coaches enabled Canadian sport to access knowledge, experience, techniques and psychology otherwise unavailable (21.4%); and general benefit to Canadian athletes (5.4%). Some respondents qualified their approval, stating that foreign coaches only be brought in if no Canadian coaches were available or as good (15.5%) or only under certain conditions such as immigration, supervision, restricted coaching basis or after careful screening (9%). Several respondents emphasised that foreign 'expert' coaches should train Canadian coaches while in this country (11%). This lack of training the Canadian coaches was also cited as a reason for not importing foreign coaches. Most of those against the employment of overseas coaches, however, gave nationalistic reasons for their opposition saying that there were unused Canadian coaches available, that Canadian athletes relate best to Canadian coaches, that only Canadian coaches produce winning Canadian athletes, that our sense of Canadian nationalism would be lost and that the Canadian national image of the sport and our approach to it causes 'personality problems' with foreign coaches and time/training/efficiency losses while attempts are made to bridge the cultural gap. These reasons accounted for 75% of those given by respondents opposed to the use of foreign coaches.

In reply to a question enquiring whether foreign coaches working in Canada should be required to re-qualify and obtain Canadian qualifications, responses were very clear-cut; 58.6% thought that they should and 29.3% thought that they should not. The dominant reason in favour was that, through taking Canadian coaching courses and examinations, the foreign coach would come to understand the Canadian system, sports style and motivations of Canadian athletes and would learn 'how things are done here'. While there would seem to be obvious gain in rapport/communication/cross-cultural relations possible from such a process, it would seem also to be somewhat self-defeating if the foreigner is 'Canadianised', thus removing those assets of new ideas/other viewpoints/different ways brought from abroad and considered so valuable to the growth and development of athlete and sport.

Those opposed to required re-qualifying were equally distinct in their reasons, indicating that if the foreigner were good enough to be brought in and employed, then qualifications should not be an issue. Ninety-four percent of these respondents felt this way. It was suggested that information be given on the Canadian sport system and on athlete motivations, together with facts about the Canadian way of life as being of more value, perhaps transmitted at a weekend course which the incoming foreign coaches be required to attend.

### Additional comments

Many of these re-iterated points already described or elaborated on them in more detail. There were a large number of compliments paid to the foreign coaches, indicating that they were an asset; refreshing; good; a friend; and a source of previously unseen development. Lack of recognition of their homeland qualifications; absence of family and age difference were mentioned as sources of unhappiness and causes of problems. Significantly, some respondents have highlighted matters of particular importance to sport associations and their aim of achieving a higher level of effectiveness in cross-cultural coaching situations. These include:

Aspect The stress of adapting can cause the foreign coach much frustration - resulting in effectiveness loss, interpersonal problems and communication difficulties. It also inhibits athlete progress.

*Recommendations* Canadian orientation courses and workshops. Working with Canadian coaches.

*Aspect* The presence of bias and closed-mindedness in the foreign coach, combined with stubbornness and with being fixed in the homeland system, make it difficult for Canadian athletes to accept 'foreign' ideas and methods.

*Recommendations* Careful screening at the application and interview stages. Canadian orientation courses and workshops. Working with Canadian coaches *as equals*. *Avoidance* of employing *two foreign* coaches with a team or group (a *very* bad situation).

In conclusion, it was stated that most attributes of a good *coach* will transcend culture; background information, welcome and support are the most valuable 'additions' that can, and should, be offered by Canadians to the foreigner.

## ANALYSIS OF THE CATEGORICAL DATA

The independent variables, as given in Table 37, were processed in exactly the same ways as were the independent variables of the foreign coach questionnaire. The means and standard deviations were first obtained, then these variables were factor analysed. The same steps were undertaken for the dependent variables, listed in Table 38. Ultimately, the factors identified here were correlated with those of the Canadian Contacts (officials, administrators and general public) and with those of the Foreign Coaches to construct the factor scales to be used in the multiple regression analysis.

## ANALYSIS OF THE INDEPENDENT VARIABLES (I.V.)

Two items required choices to be made from proferred lists of options. These items were:

Q. 44-53 I.V. 60-1,63,66-72 Ten perceptions of coach as coach

Q. 57-59 I.V. 04,07,10,27-49 Three characteristics
Q. 98-100 I.V. 50-57 Three roles attempted

Separate consideration was given to these to identify the dominant option(s) for later use. These are indicated in Table 44. For the

Table 44
Results of analysis of independent variables involving ratings based on selected choices from proferred lists ($n$ = 58)

10 PERCEPTIONS OF COACH AS COACH* QUESTIONS 44-53

| 'MOST' OPTION | VARIABLE | NUMBER OF TIMES CHOSEN AND PERCENTAGE OF RESPONDENTS | PREFERRED CHOICES |
|---|---|---|---|
| a | 60 | 42 72.4% (Q.44) | Likes to be known as...effective in teaching skills of the game |
| b | 61 | 31 53.4% (Q.45) | Enjoys...feeling of a job well done |
| a | 63 | 35 60.3% (Q.46) | Prefers athletes...consider coach an important part of the team |
| b | 66 | 26 44.8% (Q.47) | Believes should...get the job done |
| a | 67 | 34 58.6% (Q.48) | Best coaches...those who give individual help and are interested in athletes' development |
| b | 68 | 42 72.4% (Q.49) | Story describes as...coach who contributed to the growth of athletes |
| a | 69 | 28 48.3% (Q.50) | Emphasises...co-operation |
| b | 70 | 29 50.0% (Q.51) | This sport contributes to... physical fitness |
| a | 71 | 36 62.0% (Q.52) | Concerned about...the prevention of physical injuries |
| b | 72 | 31 53.4% (Q.53) | Long-term outcome of playing this sport...development of a desire to achieve under demanding situations |

There were 75 instances of choices not being given in total.
*The complete results of this part are given as Appendix XI.

Table 44 (continued)

3 CHARACTERISTICS QUESTIONS 57-59

| OPTION | VARIABLE | RANKED NUMBER OF TIMES CHOSEN | PREFERRED CHOICES |
|---|---|---|---|
| F | 32 | 35 (Q.57) | Technical competence |
| E | 31 | 33 (Q.58) | Teaching ability |
| K | 35 | 14 (Q.59) | Enthusiasm |
| G | 33 | 12 | Sound judgment/common sense |

Chosen 7 times were A/27 and T/43.
Chosen 6 times was X/47.
Chosen 5 times were C/29; H/34; M/37 and U/44.
Chosen 4 times were I/10; O/39; Q/04 and S/42.
Chosen 3 times were D/30; V/45; Y/48 and Z/49.
Chosen twice were J/07 and N/38.
Chosen once were R/41 and W/46.
Not chosen at all were B/28; L/36 and P/40.
There were 6 instances of choices not being given.

3 ROLES ATTEMPTED QUESTIONS 98-100

| OPTION | VARIABLE | NUMBER OF TIMES CHOSEN | PREFERRED CHOICES |
|---|---|---|---|
| f | 55 | 37 (Q.98) | Enables Canadian athletes profit from the experience gained with homeland athletes in the past |
| e | 54 | 36 (Q.99) | Tries to integrate his/her technical activities into Canadian policy |
| h | 57 | 29 (Q.100) | Keeps general goals in sight even if there are technical difficulties |
| b | 51 | 21 | Tries to be useful, even beyond the strict terms of coaching situation |
| c | 52 | 17 | Tries to improve techniques without trying to improve people |

Chosen 5 or fewer times were g/56; a/50 and d/53.
There were 25 instances of choices not being given.

twelve independent variables that were rated by Canadian colleagues using a five-point Likert-type scale, means and standard deviations were computed. The items involved here were:

Q. 60-70 I.V. 01,03-06,08-13 Personal dimensions
Q. 37-43 I.V. 77 Technical competency

Also included in this process were three variables that required rating on four- or three-point scales and four variables that required a yes/no response. The items involved comprised:

| | | | |
|---|---|---|---|
| Q. 24-27 | I.V. 74 | Overall coaching ability (4-point scale) | |
| Q. 14-23 | I.V. 73 | Attitude (as shown by actions) (3-point scale) | |
| Q. 28-35 | I.V. 75 | Coaching competency (in practices) (3-point scale) | |
| Q. 36 | I.V. 76 | Lack of sleep | |
| Q. 95 | I.V. 58 | Cross-cultural movement beneficial/continue | (Yes/No) |
| Q. 96 | I.V. 78 | 'Import' of foreign coaches | |
| Q. 97 | I.V. 79 | Canadian qualifying required | |

The items related to coaching competency as shown in practices, questions 28-35, were designed to draw an ideal response of total disagreement. The means and standard deviations of these nineteen independent variables are shown in Table 45. Next, product-moment

Table 45
Means and standard deviations of Canadian colleague-rated independent variables ($n$ = 58)

| PERSONAL DIMENSIONS QUESTIONS 60-70 | | | | |
|---|---|---|---|---|
| QUESTION NUMBER | VARIABLE | CHARACTERISTIC MEASURED | MEAN | SD |
| 60 | 01 | Remains in full control of self under stress | 3.750 | 1.014 |
| 61 | 03 | Able to build and maintain relationships with others | 3.298 | 1.239 |
| 62 | 04 | Openness to ideas from others | 3.193 | 1.217 |
| 63 | 05 | Is analytical in decision-making | 3.661 | 1.032 |
| 64 | 06 | Confident of judgment; with others | 4.000 | .906 |
| 65 | 08 | Good listener able to sense needs and feelings of others | 2.982 | 1.232 |
| 66 | 09 | Shows others they are valued by interest and compliments | 3.439 | .982 |
| 67 | 10 | Works at task until finished; does not give up | 3.860 | .990 |
| 68 | 11 | Sensitive to host country issues | 3.345 | 1.075 |
| 69 | 12 | Speaks frankly; is outspoken rather than tactful | 3.036 | 1.250 |
| 70 | 13 | Friendly and relaxed with family members | 4.325 | .917 |

Table 45 (continued)

THE COACH AS A COACH    QUESTIONS 14-43

| QUESTION NUMBER | VARIABLE | CHARACTERISTIC MEASURED | MEAN | SD |
|---|---|---|---|---|
| | | ATTITUDE | | |
| 14 | | Play every player always | 2.091 | .831 |
| 15 | | Stress winning too much | 1.444 | .572 |
| 16 | | Most time with best players | 1.846 | .573 |
| 17 | | Explain correct ways | 2.679 | .471 |
| 18 | 73 | Argue with officials | 1.588 | .590 |
| 19 | | Argue with spectators | 1.098 | .300 |
| 20 | | Argue with players | 1.679 | .510 |
| 21 | | Treat all players fairly | 2.611 | .529 |
| 22 | | Always display good sportsmanship | 2.782 | .417 |
| 23 | | Complain about officials | 1.499 | .503 |
| | | OVERALL COACHING ABILITY | | |
| 24 | | Teaching of skills | 3.621 | .587 |
| 25 | 74 | Knowledge of the sport | 3.810 | .395 |
| 26 | | Treatment of players | 3.155 | .616 |
| 27 | | Use of training/conditioning programmes | 3.190 | .783 |
| | | COACHING COMPETENCY IN PRACTICES | | |
| 28 | | Too long | 1.418 | .658 |
| 29 | | Too short | 1.333 | .583 |
| 30 | | More stress on competition needed | 1.509 | .767 |
| 31 | 75 | Less stress on competition needed | 1.327 | .640 |
| 32 | | More emphasis on how to play game needed | 1.683 | .907 |
| 33 | | Less emphasis on how to play game needed | 1.103 | .307 |
| 34 | | Too tough | 1.309 | .573 |
| 35 | | Too easy | 1.429 | .684 |
| 36 | 76 | Lack of sleep | 1.789 | .619 |
| | | TECHNICAL COMPETENCY | | |
| 37 | | Playing experience | 4.241 | .997 |
| 38 | | Officiating courses | 3.241 | 1.275 |
| 39 | 77 | Coaching clinics/workshops | 4.362 | .892 |
| 40 | | Written/practical examinations | 2.877 | 1.310 |
| 41 | | Coaching experience | 4.707 | .593 |
| 42 | | Certification | 3.466 | 1.231 |
| 43 | | First Aid training | 3.614 | 1.221 |

Table 45 (continued)

| CROSS-CULTURAL ASPECTS | | QUESTIONS 36, 95-97 | | |
|---|---|---|---|---|
| QUESTION NUMBER | VARIABLE | CHARACTERISTIC MEASURED | MEAN | SD |
| 95 | 58 | Movement beneficial and should continue | 1.070 | .258 |
| 96 | 78 | Should Canadian Sport Associations 'import' foreign coaches? | 1.291 | .458 |
| 97 | 79 | Coaches required to obtain Canadian qualifications | 1.333 | .476 |

correlations were computed for all these independent variables and factor analysis was undertaken separately for the personal dimensions, the coach as a coach and cross-cultural aspects. This revealed sixteen factors that accounted for 76.8 percent of the total variance. The results of the analysis are presented in Table 46.

Table 46
Factor analysis of the Canadian colleague-rated personal dimensions and other independent variables (n = 58)

| FACTOR 1* | INTERPERSONAL SKILLS | |
|---|---|---|
| QUESTION NUMBER | CHARACTERISTIC | FACTOR LOADING |
| 66 | Shows others they are valued by interest and compliments | .79 |
| 65 | Good listener able to sense needs and feelings of others | .78 |
| 61 | Able to build and maintain relationships | .75 |
| 60 | Remains in full control of self under stress | .73 |
| Eigen Value 6.69 | Percent of Total Variance 15.2 | |
| FACTOR 2 | OVERALL COACHING ABILITY | |
| 27 | Use of programming | .78 |
| 25 | Knowledge of the sport | .69 |
| 24 | Teaching skills | .63 |
| Eigen Value 4.02 | Percent of Total Variance 9.1 | |

Table 46 (continued)

| | | |
|---|---|---|
| **FACTOR 3** | **COACHING HARMONY** | |
| 18 | Argue with officials | .80 |
| 20 | Argue with players | .72 |
| 23 | Complain about officials | .60 |
| Eigen Value 2.73 | Percent of Total Variance 6.2 | |
| **FACTOR 4** | **EXPERIENCE** | |
| 41 | Coaching experience | .84 |
| Eigen Value 2.48 | Percent of Total Variance 5.6 | |
| **FACTOR 5** | **SPORTSMANSHIP** | |
| 19 | Argue with spectators | .74 |
| 22 | Always displays good sportsmanship | .68 |
| Eigen Value 2.15 | Percent of Total Variance 4.9 | |
| **FACTOR 6** | **JOB PERFORMANCE IN PRACTICES** | |
| 28 | Too long | .85 |
| 31 | Less stress on competition needed | .57 |
| 34 | Too tough | .52 |
| Eigen Value 1.95 | Percent of Total Variance 4.4 | |
| **FACTOR 7** | **ASSERTIVENESS** | |
| 64 | Self-confident about judgment and self assertive in presence of others | .81 |
| 16 | Spends most time with best players | .63 |
| Eigen Value 1.76 | Percent of Total Variance 4.0 | |
| **FACTOR 8** | **FRANKNESS** | |
| 69 | Speaks frankly; is outspoken rather than tactful | .78 |
| Eigen Value 1.47 | Percent of Total Variance 3.3 | |
| **FACTOR 9** | **SPORT BACKGROUND** | |
| 37 | Playing experience | .88 |
| Eigen Value 1.27 | Percent of Total Variance 2.9 | |
| **FACTOR 10** | **QUALIFICATIONS** | |
| 97 | Foreign coaches should be required to obtain Canadian qualifications | - .87 |
| Eigen Value 1.06 | Percent of Total Variance 2.4 | |

*NOTE: The first factor to emerge from this analysis was severely distorted as a result of the pair-wise deletion process and it has been omitted. (It indicated that the coach's work attitude was one that enabled every player to always be played and gave a factor loading of 7.06, an Eigen Value of 100.03 and a percentage of the Total Variance of 227.3).

While there was less problem identifying the logic in the regrouping of the items as indicated by the athletes and co-coaches, some factors have again been set aside for the moment as they related too specifically to narrow coaching emphases to be efficient cross-cultural predictors. There were ten factors retained, details of which are given in Table 46. Only one factor, number 10, contained a negatively loaded item. The ten factors accounted for 58% of the total variance. In comparison to the findings of the CIDA study colleagues, Interpersonal Skills was identified first in both that study and the present one. A series of factors relating to various aspects of work effectiveness, factors 2-6, comprised a second identifiable group in the current study not evident in the CIDA analysis. Then, however, there is similarity apparent again between factors 7 and 8 of this work (which may well stem from factors 9—and 10) and the second-identified factor of Self-Assertion as indicated by the CIDA colleague respondents.

## ANALYSIS OF THE DEPENDENT VARIABLES (D.V.)

Though the total number of dependent variables is less than a third that of the independent variables, as can be seen from Table 38, there are still enough to cause some degree of complexity in the analytical process, thus warranting steps being taken to reduce the number to a smaller and more manageable quantity. These steps exactly match all those undertaken with the independent variables.

Two items required choices to be made from a proferred short list, namely Q. 55, D.V. 134 and Q. 56, D.V. 135, relating to principal and contributary causes of any communication problems. These items were considered separately but were then partially incorporated with the open-ended responses concerning problems (page 179) as language-related/communication problems were identified as the principal area of concern and difficulty. Given earlier was a summary of the causes mentioned under the heading of 'Other'; Table 47, given here, shows the choices made by respondents from proferred lists of causes.

Table 47
Results of the analysis of dependent variables involving choice from proferred lists ($\underline{n}$ = 58)

| CAUSES OF COMMUNICATION PROBLEMS | | QUESTIONS 55 and 56 |
|---|---|---|
| VARIABLE | NUMBER OF TIMES CHOSEN | PREFERRED CHOICES |
| 134 | 14 | *MAIN CAUSES<br>Lack of knowledge of CANADIAN vocabulary/ colloquialisms/sport slang |
| 134 | 7 | Lack of linguistic ability |
| 135 | 18 | +CONTRIBUTARY CAUSES<br>Lack of understanding of motivations of Canadian athletes |
| 135 | 16 | Inability to appreciate Canadian style of approach to the sport |

*'Does not apply' was cited 23 times
+'Does not apply' was cited 25 times

The remaining sixteen dependent variables included one that required a yes/no response, namely Q. 13, D.V. 131 - Would repeat cross-cultural experience. The remaining dependent variables were rated by the use of Likert-type scales. There was one instance when a four-point scale was used, scoring for the other fourteen dependent variables being based on a five-point scale. The means and standard deviations for these sixteen dependent variables are shown in Table 48. Product-moment correlations were computed and a principal-components factor analysis with varimax rotation was undertaken to determine the basic dimensions or factors that underlie the variables. The results of this factor analysis are given in Table 49. The four Canadian colleague-rated dependent variable factors together accounted for 65.2 percent of the total variance.

Table 48
Means and standard deviations of Canadian colleague-rated dependent variables (n = 58)

| QUESTION NUMBER | VARIABLE | CHARACTERISTIC MEASURED | MEAN[1] | SD |
|---|---|---|---|---|
| **DESCRIPTIVE STATEMENTS** | | QUESTIONS 71-79 | | |
| 71 | 107 | Knowledge of local language | 4.316 | .985 |
| 72 | 108 | Knowledge of non-verbal communication | 4.019 | .901 |
| 73 | 109 | Extent interaction with Canadians | 4.246 | .872 |
| 74 | 112 | Interest in Canada/tourism | 3.807 | 1.109 |
| 75 | 113 | Factual knowledge of Canada | 3.327 | 1.320 |
| 76 | 114 | Acceptance of Canadian customs | 4.036 | 1.220 |
| 77 | 115 | Engaging in enjoyable activities | 3.491 | 1.280 |
| 78 | 119 | Commitment to coaching | 4.482 | .738 |
| 79 | 120 | Concern with training Canadians | 3.965 | .999 |
| **COACHING STYLE** | | QUESTIONS 80 and 81 | | |
| 80 | 136 | Individual needs more important than group needs | 2.981 | 1.180 |
| 81 | 137 | Relies on punishment for discipline | 1.714 | .967 |
| **ADJUSTMENT** | | QUESTIONS 82 and 83 | | |
| 82 | 126 | Personal adjustment | 4.386 | .881 |
| 83 | 127 | Family adjustment | 4.194 | .920 |
| **EFFECTIVENESS/SATISFACTION** | | QUESTIONS 90, 91 AND 13 | | |
| 90 | 128 | In daily tasks | 4.214 | .731 |
| 91 | 129 | In skills transfer | 3.389 | .627 |
| 13 | 131 | Would repeat experience with foreign coach | 1.603 | 2.043 |

1. In the scoring of the items, any 'Does not apply' responses were noted separately.

| | | | |
|---|---|---|---|
| Completely<br>Among best<br>Highly effective | These responses at the upper end of the scale were scored 5 | Hardly at all<br>Among least<br>Highly ineffective | These responses were scored 1 |

Table 49
Factor analysis of Canadian colleague-rated dependent variables
($\underline{n}$ = 58)

| QUESTION NUMBER | CHARACTERISTIC | FACTOR LOADING |
|---|---|---|
| **FACTOR 1** | **PERSONAL SATISFACTION/CULTURAL ADJUSTMENT** | |
| 71 | Knowledge of the language | .79 |
| 75 | Factual knowledge of Canada | .75 |
| 82 | Self-adjustment | .74 |
| 77 | Engaging in enjoyable activities | .73 |
| Eigen Value 6.04 | Percent of Total Variance 37.7 | |
| **FACTOR 2** | **PROFESSIONAL ADJUSTMENT/INTERACTION** | |
| 78 | Commitment to coaching | .78 |
| 79 | Concern with training Canadians | .72 |
| 72 | Knowledge of non-verbal communication | .68 |
| 73 | Interaction with Canadians | .67 |
| Eigen Value 1.80 | Percent of Total Variance 11.3 | |
| **FACTOR 3** | **AUTHORITARIANISM** | |
| 81 | Is strict and relies on punishment to maintain discipline | .74 |
| Eigen Value 1.36 | Percent of Total Variance 8.5 | |
| **FACTOR 4** | **COACHING EMPHASIS** | |
| 80 | Individual needs more important than group needs | - .84 |
| Eigen Value 1.23 | Percent of Total Variance 7.7 | |

The Canadian colleagues in the current study indicated the presence of four factors, two of which bore close resemblance to those identified by colleagues in the CIDA study. This study's first factor, Personal Satisfaction/Cultural Adjustment covered items included in factors 1 and 3 of the CIDA findings. Factor 2 of the present research is obviously similar in its application to CIDA's factor 2, namely, a work-related factor. The final two factors identified here specifically apply to coaching style and these types of factors are not evident in the CIDA analysis.

## B. CANADIAN HOST NATIONALS

### INSTRUMENTS

Mail-back questionnaires elicited ratings of the foreign coach by host nationals external to the direct coaching situation based on personal observations and made through responses to objective and subjective questions, as well as through open-ended answers. In the officials' questionnaire, twenty of the forty-three questions came from the CIDA study; fifteen from the State of Michigan study on Youth Sports (1976-8); one from the OECD study by Harari (1974) and seven from this writer. In the administrators' questionnaire, twenty-one of the fifty questions were derived from CIDA; seventeen from the State of Michigan; three from OECD and nine originated with this author. In the questionnaire for members of the general public, twenty-six of the forty questions were from the CIDA study; four from the Michigan document; two from Harari's OECD work and the remaining eight were designed by this writer. In numerous instances, the wording of the original questions was changed very slightly to tailor it to coaching. The components of the three Canadian contact que stionnaires are summarised in Table 50.

Table 50
Summary of the three Canadian host national contact questionnaires

| INSTRUMENT PART | SOURCE OF MEASUREMENT | VARIABLE | NUMBER OF ITEMS | VARIABLE CLASS | NUMBER OF VARIABLES |
|---|---|---|---|---|---|
| OFFICIALS | | | | | |
| I | Self-report | General background information | 12 | - | - |
| | | Open-ended question | 1 | - | - |
| | | Repeat experience | 1 | Dependent | 1 |
| | | Working relationship | 1 | - | - |
| II | Rating of foreign coach as coach | Overall ability | 4 | Independent | 2 |
| | | Opinions (of foreign coach) related to coaching | 3 | Independent | 3 |
| | | Foreign coach characteristics | 3 | Independent | 10 (choices) |
| | and personally | Descriptive statements | 5 | Dependent | 5 |
| | | Personal dimensions | 5 | Independent | 5 |
| III | Rating of foreign coach cross-culturally | Personal adjustment | 1 | Dependent | 1 |
| | | Cross cultural movement good/continue | 1 | Independent | 1 |
| | | Open-ended questions | 6 | - | - |
| ADMINISTRATORS | | | | | |
| I | Self-report | General background information | 11 | - | - |
| | | Open-ended questions | 2 | - | - |
| | | Repeat experience | 1 | Dependent | 1 |
| | | Working relationship | 1 | - | 1 |

Table 50 (continued)

| INSTRUMENT PART | SOURCE OF MEASUREMENT | VARIABLE | NUMBER OF ITEMS | VARIABLE CLASS | NUMBER OF VARIABLES |
|---|---|---|---|---|---|
| II | Rating of foreign coach as coach | Overall ability | 4 | Independent | 2 |
| | | Opinions (of foreign coach related to coaching) | 5 | Independent | 5 |
| | | Importance of skill transfer | 1 | Independent | 5 |
| | | Foreign coach characteristics | 3 | Independent | 10 (choices) |
| | and personally | Descriptive statements | 4 | Dependent | 4 |
| | | Personal dimensions | 6 | Independent | 6 |
| | | Job effectiveness | 1 | Dependent | 1 |
| | and cross-culturally | Effectiveness skill transfer | 1 | Dependent | 1 |
| | | Required qualifications | 1 | Independent | 1 |
| | | Desirable qualifications | 1 | Independent | 1 |
| III | Rating of foreign coach cross-culturally | Personal adjustment | 1 | Dependent | 1 |
| | | Cross-cultural movement good/ continue | 1 | *Independent | 1 |
| | | Open-ended questions | 7* | - | - |
| *Two-part question | | | | | |
| GENERAL PUBLIC | | | | | |
| I | Self-report | General background information | 8 | - | - |
| | | Other foreign friends | 1 | - | - |
| | | Relationship with foreigners | 1 | - | - |
| II | Rating of foreign coach cross-culturally | Descriptive statements | 7 | Dependent | 7 |
| | | Personal dimensions | 9 | Independent | 9 |
| | | Foreign coach characteristics | 3 | Independent | 26 (choices) |
| III | Rating of foreign coach cross-culturally | Personal adjustment | 1 | Dependent | 1 |
| | | Family adjustment | 1 | Dependent | 1 |
| | | Cross-cultural movement good/ continue | 1 | Independent | 1 |

Table 50 (continued)

| INSTRUMENT PART | SOURCE OF MEASUREMENT | VARIABLE | NUMBER OF ITEMS | VARIABLE CLASS | NUMBER OF VARIABLES |
|---|---|---|---|---|---|
| | | Pleased to have met | 1 | *Dependent | 1 |
| | | Open-ended questions | 8* | - | - |

*Two-part question

## THE VARIABLES

As in the Colleagues' questionnaire, any additional variables were given continuing sequential numbers. The result was a total of forty-five independent variables, located and identified in Table 51.

Table 51
The independent variables (45)

| LOCATION[1] | | | VARIABLE CODE NUMBER | | QUESTIONS COVERING DIMENSION | | | TOTAL VARIABLES REQUIRED | | |
|---|---|---|---|---|---|---|---|---|---|---|
| O. | A. | G. | | DIMENSION | O. | A. | G. | O. | A. | G |
| | | | | PERSONAL DIMENSIONS | | | | | | |
| | x | x | 01 | Tolerance | | 31 | 11 | | 1 | 1 |
| | x | | 02 | Initiative | | 35 | | | 1 | |
| x | x | x | 03 | Interpersonal skills | 26 | 26 | 12 | 1 | 1 | 1 |
| x | x | x | 04 | Flexibility | 27 | 27 | 13,<br>27-29<br>poss. | 1 | 1 | 1 |
| x | x | x | 07 | Ethnocentrism | 23-25<br>poss. | 36-38<br>poss. | 27-29<br>poss | 1 | 1 | 1 |
| | | x | 08 | Empathy | | | 15 | | | 1 |
| x | x | x | 09 | Respect | 28,34 | 28 | 14,16 | 1 | 1 | 1 |
| | x | x | 10 | Perseverance | | 34 | 27-29<br>poss. | | 1 | 1 |
| x | | x | 11 | Social/Political sensitivity | 30 | | 17 | 1 | | 1 |
| | | x | 12 | Frankness | | | 18 | | | 1 |
| | | x | 13 | Family Communication | | | 19 | | | 1 |
| | | | | CHARACTERISTICS OF SUCCESSFUL COACHES | | | | | | |
| x | x | x | 27 | Ability to adapt | ↑<br>23-25 | ↑<br>36-38 | ↑ | | | |
| x | x | x | 28 | Familiarity with local customs | poss. | poss. | | | | |
| | | x | 29 | Tact/understanding/ diplomacy | | | | | | |
| x | x | x | 30 | Objectivity | | | | | | |

Table 51 (continued)

| LOCATION[1] O. | A. | G. | VARIABLE CODE NUMBER | DIMENSION | QUESTIONS COVERING DIMENSION O. | A. | G. | TOTAL VARIABLES REQUIRED O. | A. | G. |
|---|---|---|---|---|---|---|---|---|---|---|
| x | x | x | 31 | Teaching ability | | | | | | |
| x | x | x | 32 | Technical competence | 23-25 | 36-38 | 27-29 | | | |
| x | x | x | 33 | Sound judgment/ common sense | poss. | poss. | poss | | | |
| x | x | x | 34 | Team spirit | | | | | | |
| | | x | 10 | Tenacity | | | | | | |
| x | x | x | 07 | Absence of racial prejudice | | | | | | |
| | | x | 35 | Enthusiasm | | | | | | |
| | | x | 36 | Courage | | | | 3 | 3 | 3 |
| | | x | 37 | Selflessness | | | | | | |
| | | x | 38 | Idealism | | | | | | |
| x | x | x | 39 | Friendliness | | | | | | |
| x | x | x | 40 | Articulate | | | | | | |
| | | x | 04 | Flexible | | | | | | |
| | | x | 41 | Persuasive | | | | | | |
| | | x | 42 | Maturity | | | | | | |
| | | x | 43 | Realistic | | | | | | |
| | | x | 44 | Sense of duty | | | | | | |
| | | x | 45 | A cool head | | | | | | |
| | | x | 46 | Cheerfulness | | | | | | |
| | | x | 47 | Optimism | | | | | | |
| | | x | 48 | Sense of humour | | | | | | |
| | | x | 49 | Imagination | Poss. = Possibly | | | | | |
| | | | | CROSS-CULTURAL MOVEMENT | | | | | | |
| x | x | x | 58 | Beneficial and should continue | 42 | 50 | 39 | 1 | 1 | 1 |
| | | | | PERCEPTIONS OF COACH AS COACH | | | | | | |
| x | x | | 60 | Known as | 20 | 20 | | 1 | 1 | |
| | x | | 66 | Coach should | | 21 | | | 1 | |
| x | | | 67 | Best coaches | 21 | | | 1 | | |
| | x | | 69 | Emphasises | | 22 | | | 1 | |
| | x | | 71 | Concerned | | 23 | | | 1 | |
| x | x | | 72 | Long-term outcome | 22 | 24 | | 1 | 1 | |
| x | x | | 73 | Attitude (as shown by actions) | 19 | 19 | | 1 | 1 | |
| x | x | | 74 | Overall coaching ability | 16-18 | 16-18 | | 1 | 1 | |
| | x | | 77 | Technical competency | | 41-2 | | | 1 | |
| | | | | CANADIAN APPROACH | | | | | | |
| | x | | 80 | Importance of skills transfer from foreign coaches to Canadians | | 25 | | | 1 | |

1. O = Officials A = Administrators G = General Public

Likert-type scales were again used to measure the majority of the independent variables, mostly employing a range of five. Exceptions to the above are as follows:

- A scale with a range of three was used for variable number 73, Officials' question 19 and Administrators' question 19.
- A scale with a range of four was again used for variable 74, Officials' questions 16-18 and Administrators' questions 16-18, eliciting a clear-cut ranking by the deliberate removal of the neutral 'average' category, as well as for variable 80, Administrators' question 25.
- Choice of an either/or nature conveyed the required information in one item in all questionnaires.
- Choices from proferred short lists provided material in six instances in the Officials' questionnaire, ten instances in the Administrators' questionnaire and three instances in the questionnaire for members of the General Public.

Exactly the same types of measurement were employed with the fourteen dependent variables identified (Table 52). The five-point scale was used almost entirely, the only exception being the use of an either/or choice for one item in each questionnaire. The host national contacts outside the direct coaching situation were all provided with opportunities for open-ended responses and for additional comments.

Table 52
The dependent variables (14)

| LOCATION[1] | | | VARIABLE CODE NUMBER | DIMENSION | QUESTIONS COVERING DIMENSION | | | TOTAL VARIABLES REQUIRED | | |
|---|---|---|---|---|---|---|---|---|---|---|
| O. | A. | G. | | | O. | A. | G. | O. | A. | G. |
| | | | | DESCRIPTIVE STATEMENTS | | | | | | |
| x | | x | 107 | Knowledge of local language | 30 | | 20 | 1 | | 1 |
| x | x | x | 108 | Knowledge of non-verbal communication | 31 | 29 | 21 | 1 | 1 | 1 |
| x | | x | 109 | Extent interaction with Canadians | 32 | | 22 | 1 | | 1 |
| | | x | 112 | Interest in Canada/ tourism | | | 23 | | | 1 |
| | | x | 113 | Factual knowledge of Canada | | | 24 | | | 1 |

Table 52 (continued)

| LOCATION[1] | | | VARIABLE CODE NUMBER | DIMENSION | QUESTIONS COVERING DIMENSION | | | TOTAL VARIABLES REQUIRED | | |
|---|---|---|---|---|---|---|---|---|---|---|
| O. | A. | G. | | | O. | A. | G. | O. | A. | G. |
| x | x | x | 114 | Acceptance of Canadian customs | 33 | 30 | 25 | 1 | 1 | 1 |
| x | | x | 115 | Engaging in enjoyable activities | 35 | | 26 | 1 | | 1 |
| | x | | 119 | Commitment to coaching | | 32 | | | 1 | |
| | x | | 120 | Concern with training Canadians | | 33 | | | 1 | |
| | | | | ADJUSTMENT | | | | | | |
| x | x | x | 126 | Personal adjustment | 36 | 43 | 30 | 1 | 1 | 1 |
| | | x | 127 | Family adjustment | | | 31 | | | 1 |
| | | | | EFFECTIVENESS | | | | | | |
| | x | | 128 | In daily tasks | | 39 | | | 1 | |
| | x | | 129 | In skill transfer | | 40 | | | 1 | |
| | | | | SATISFACTION | | | | | | |
| x | x | x | 131 | Would repeat experience with foreign coach | 14 | 14 | 40 | 1 | 1 | 1 |

1. O = Officials A = Administrators G = General Public

In the Officials' questionnaire, the open-ended opportunities related to (i) the five most important attitudes or skills necessary for a foreign coach to be successful in Canada; (ii) the five most important things a foreign coach (and family) should be told to prepare for living and working in Canada; (iii) who should give the coach this information; (iv) any problems/difficulties that arose because of the coach's foreign background and (v) suggested ways to prevent or resolve these; and (vi) whether or not the movement of athletes and coaches between countries is beneficial and should continue.

Administrators were provided with the above opportunities for open-ended responses and with two others, namely (vii) to say what was expected of the foreign coach in the role of technical expert or as an individual and (viii) why a foreign coach was employed.

Members of the general public were invited to respond to items (i) - (vii), as given above, as well as to say (ix) why they were pleased or not to have met this foreign person.

## THE SAMPLE

The author again has no means of knowing how many host national contacts were actually given the opportunity of participation in this survey as each foreign coach was asked to distribute questionnaires to one official, one administrator and two members of the general public. There were forty-eight returned questionnaires, comprising twelve from officials, fifteen from administrators and twenty-one from members of the general public. A general indication of the make-up of these respondents is given in Table 53 and shows that, of the officials, the majority are male, 30-49 years old, with a university education and with between three and five years experience officiating the sport (though almost as many have between 11-20 years' experience as an official). The administrators are again mostly 30-49 year-old males, most with a university education and almost half with physical education/recreation qualifications. Forty percent have 3-5 years' experience in an administrative capacity. Even the sample of members of the general public, shows the same characteristics of age, sex and education. One hundred percent of the officials and general public and 93% of the administrators would repeat the cross-cultural experience.

Table 53
Characteristics of the Canadian host national contacts sample by percentage

| PERCENTAGE OF SAMPLE Officials n = 12 | Administrators n = 15 | General Public n = 21 | CHARACTERISTIC Canadian contacts | Function |
|---|---|---|---|---|
| 91.7 | 80.0 | 85.0 | Male | Sex |
| 8.3 | 20.0 | 13.3 | Female | |
| - | - | 1.7 | Not stated | |
| 16.6 | 13.3 | 9.5 | 20-29 years | Age |
| 66.7 | 66.7 | 71.4 | 30-49 years | |
| 16.6 | 20.0 | 14.3 | 50 years and over | |
| - | - | 4.8 | Not stated | |
| 16.6 | 6.7 | 14.3 | High school | Education |
| 0 | 13.3 | 28.6 | College/Trade school | |
| 83.4 | 80.0 | 52.4 | University | |
| 16.6 | 46.7 | 9.5 | Physical Education/ Recreation degree | |
| - | - | 4.8 | Not stated | |
| 41.7 | 40.0 | - | 3-5 years | Experience in present sport capacity |
| 16.7 | 26.7 | - | 6-10 years | |
| 33.3 | 26.7 | - | 11-20 years | |
| 8.3 | 6.6 | - | Over 20 years | |
| 8.3 | 0 | 0 | Under 6 months | Experience with foreign coaches/ people |
| 16.6 | 33.3 | 28.6 | 1/2 yr. - 3 yrs. | |
| 33.3 | 26.7 | 38.1 | 4-8 years | |
| 41.7 | 26.7 | 28.6 | Over 8 years | |
| - | 13.3 | 4.7 | Not stated | |
| 100.0 | 93.3 | 100.0 | Yes (including qualified and pleased met) | Would repeat experience |
| 0 | 6.7 | 0 | No | |

## ANALYSIS OF OPEN-ENDED RESPONSES

Content-analysis of the respondents' written answers to the open-ended questions and to those under the heading of 'additional comments' produced the following results.

### The five most important attitudes/skills necessary for a foreign coach (worker) to be successful in Canada

Exactly the same method of analysis was used for processing the large number of responses received from officials, administrators and the general public combined as was used for the Canadian colleagues' responses earlier. The results and their combined scores are given in Table 54. When reference is made to both Table 41, for athletes and co-coaches, and to Table 25, for foreign coaches, it can be seen that work-related factors are again ranked highly, occupying three out of the top five places. A cross-cultural factor, adaptability, is ranked first by these respondents who are outside the direct coaching situation and the quality of friendliness holds fifth position. The high degree of correspondence of attitudes/skills mentioned by all the various categories of respondents is quite evident.

Table 54
Most important attitudes/skills necessary for success of foreign coach in Canada

| RANK | SCORE | ATTITUDE OR SKILL |
|---|---|---|
| 1 | 87 | Ability to adapt |
| 2 | 66 | Technical skills |
| 3 | 53 | Ability to teach |
| | 53 | Communication skills |
| 5 | 43 | Friendliness |
| 6 | 36 | Language |
| | 36 | Commitment (dedication) |
| 8 | 30 | Knowledge of sport |
| 9 | 28 | Enthusiasm |
| | 28 | Common sense/sound judgment |
| 11 | 19 | Open-mindedness |
| 'Other' | 14 or less | Leadership; flexibility; tact; interest in/knowledge of Canada; absence of racial prejudice and then many personal attributes e.g. tolerance, patience, integrity, sense of humour, appreciative, etc. |

### The five most important things a foreign coach/worker (and family) should be told to prepare for living and working in Canada

The information was grouped by topic as no ranking was required and the results are shown in Table 55. A comparison with Tables 26 and 42 reveals marked similarities in the desired topics in which preparation for the cross-cultural experience should be provided. When asked who should give this information, of officials, administrators and the general public combined, 83.4% indicated that it should be provided in Canada, 39.6% saying that the Canadian employer and 43.8% that the Canadian sport association should be the source. One respondent indicated both of the above sources should combine with a source in the homeland. Just 8.3% stated 'homeland' only and 6.25% omitted to answer.

Table 55
Cross-cultural preparation: topic areas

| TOPIC AREA | NUMBER OF TIMES MENTIONED | |
|---|---|---|
| 1. Knowledge about Canada | | 85 |
| COMPRISING | | |
| Geographical aspects/environment/climate/size | 18 | |
| Way of life/customs/living conditions/politics and institutions | 43 | |
| The people/attitudes/self-deprecation | 10 | |
| Language | 14 | |
| 2. Work-related | | 42 |
| COMPRISING | | |
| The athletes/amateur/potential | 7 | |
| Working conditions/Canadian expectations of coach/contract opportunities/volunteers/work hard/more than just a coach/status/perspectives | 18 | |
| The sport/standards/system/Government funds/status | 17 | |
| 3. The Foreign Coach as a person | | 15 |
| Adaptation/acceptance/expect differences/ shock | 5 | |
| Be strict/fair/a role model/leader/act as a guest/friendly/co-operative/be self/not defensive/ considerate | 10 | |

Again, there is no doubt about what information is required and who should provide it.

## Problems of cross-cultural origin and proposed solutions

Each of these three groupings of respondents was asked to identify any difficulties or problems that arose for the foreign coach that were directly attributable to cultural causes. Certain expected areas of difficulty were repeatedly mentioned - language, knowledge of Canada, knowledge of the Canadian sport system and of Canadian athletes, bias and personal qualities - but there was a difference apparent when the emphasis of these respondents was compared to that of athletes and co-coaches (page 179). Predictably, this reflects the differing viewpoints of those answering. Given almost equal emphasis were problems caused by:

- Ignorance of Canada - country, customs, people's attitudes and characters, lifestyle, climate, clothing, etc. (12)
- Work-related aspects - the sport system, lack of facilities and government funds, importance of volunteers, parental involvement, contracts, visas, attitudes of Canadian staff, value of coaches' work, need to do more than just coach (without additional payment), etc. (11)
- Language - especially colloquial Canadian and French and sport vocabulary. (11)
- Personal qualities - less arrogance and bias, more co-operation, integrity, tact/diplomacy and a need to be pro-Canadian with athletes and sport association, etc. (11)

In addition, philosophical differences between coaches from the Orient and North Americans and poor interpersonal relationships with the athletes caused some problems. One respondent noted that 'separation from family' was causing difficulties. Interestingly, and perhaps significantly, two-thirds of the total possible responses to the questions on problems and solutions were blank, presumably indicative of no difficulties or only very minor ones.

When asked for solutions to the difficulties identified, there was a marked consensus of opinion. Three solutions encompassed almost all the suggestions made, with just minor variations. The first was the provision of detailed advance information on Canada and on sport here. This should give facts and also more subtle information about nuances in attitudes, about what is acceptable; about problems to be expected when dealing with Canadians and how these can be 'talked out'; and about what is needed for day-to-day living in Canada. Brochures, handouts and a manual for foreign coaches were all suggested methods.

The second recommended solution was closely linked to the first but took place in Canada. This comprised better orientation by the employers and stressed the coverage of such matters as contracts and detailed job descriptions; the limitations of visas; the expectations of employers and the need to do more than just coach (yet not to expect more pay); Canadian ethical standards; and the importance of volunteers in sport. Many respondents indicated that employers must take more time with the foreign coaches after they arrive to brief them. Seminars and meetings were favoured methods, especially informal ones with members of the executive and Canadian colleagues. A period of maintained help/monitoring was suggested, as was the 'buddy' system and placement with Canadian families (where appropriate). One very interesting proposal involved with the establishment of local consulting services, staffed by volunteers, that would liase with the foreign coaches on an on-going basis and provide them with a known, secure and friendly 'base' where they could obtain information, guidance and help.

For language difficulties, courses in colloquial Canadian English and French and the provision of interpreters were proposed. With regard to communication and to interpersonal relationships, several respondents indicated that these were two-way processes and suggested that French-Canadians should not always insist on French in foreign coach situations. It was also pointed out that Canadian athletes should be educated so that they can relate to the foreign coach accurately, with understanding, kindness and respect. Finally, if it is possible to unite families, this should be done as the benefits to the foreign coach and thus to the employer and athletes from such action are very great.

## Benefits and continuance of the cross-cultural movement of coaches

As is shown in Table 51, 85.4% of these respondents combined felt the cross-cultural movement of coaches to be beneficial and that it should continue. One official and three administrators did not respond. Reasons cited in favour of this by officials, with just one exception, indicated that the exchange of experiences, skills, styles and teaching methods contributes to the growth of sport in particular as well as to the development of international understanding and of a good, tolerant attitude in Canadian society. The one exception noted that changing styles can cause initial problems and that cross-cultural exchange should only take place if the incoming foreigner is of high quality in both expertise and teaching ability. Administrators responding to the same question also stated benefits of learning and sport development. As well, they indicated that, in some sports, Canada does not have coaches with the required expertise, especially in newly-developing sports, therefore the employment of foreign experts is the only way to progress. However, 13% said that this should only be done until such time as qualified Canadians became available. Most interestingly, 13% of the administrators responding indicated that isolationism is not the way to progress in the modern world and that the chance to learn other ways and about other cultures should not be wasted. Such exchanges can broaden the perspectives of both parties involved. Members of the general public were not asked for reasons in relation to this question. Their support was 100%.

### Canadian expectations of the foreign coach in the role of technical expert and as an individual

Administrators, when asked specifically what they expected of the foreign coach, indicated predictably such qualities as excellence; superior ability; sound, transferable technical knowledge and skill; and teaching superiority as an 'expert'. As an individual, administrators required the coach to be friendly, a good learner and a good listener. Twenty-seven percent did not respond to this question. Somewhat surprisingly, when members of the general public were asked the same question, almost half gave 'expertise' as one of their main expectations. This was followed in frequency by working hard and teaching as best they can; blending in and being friendly. Expectations given three times or less included instilling team spirit; sound judgment and common sense; setting appropriate standards; providing leadership; being co-operative, followed by a series of personal qualities, each mentioned once, such as flexibility, enthusiasm, realism, sense of humour and objectivity. Just 9.5% of the general public respondents did not answer this question.

## Reasons for the employment of a foreign coach

Just those respondents who were administrators were asked this question and 73% provided information. The reasons given were quite clear-cut and comprised:

- No suitable Canadian coach (3)
- Person had the best qualifications and experience for the job (3)
- Had the expertise to develop a relatively new sport (2)
- Availability/already a good assistant/convenience (1 each)

As can be seen, all these reasons are typical of those given by any employer for any appointment, and represent a desirable state of affairs.

## Pleasure at meeting the foreigner

Members of the general public were asked this question in order to obtain a parallel answer to the question asked of the other categories of respondents as to whether they would repeat their experience with a foreign coach. Every member replied and replied in the affirmative. Reasons given were friendship (8); the bringing of qualities otherwise missed/personal qualities such as interesting, decent, intelligent, straight forward, etc. (17); and ones related to adaptability to Canada and to work (4). Three respondents were pleased because one coach came from their homeland and two others were happy because they were able to learn about another country.

## Additional comments

Very few of these were made and most emphasised or elaborated upon responses made elsewhere. Many were compliments paid to the foreign coaches for their friendliness, their success at adapting, their contributions to sport development and their industry at work. A few respondents indicated Canada's need to develop skills and infrastructure for high level athletic development and some suggested that financial advantages be given to encourage sponsorship, that Olympic class sports be initiated and that more development should take place in the grade schools. Coaches should be given the security of long-term contracts and encouraged to train Canadian coaches while they are here so that ultimately nationals can become head coaches in the developing sports as well as in the established ones.

One 'friend' of one coach wrote the following about that person's approach to the cross-cultural experience:

> During the years that Mr. X (has) stayed in Canada, he made friends and gained respect not only in his own field but also the local community. We all exchange our own views on all aspects of life and it is well appreciated (how) Mr. X understands and appreciates our Canadian way of life. Not only that, he is adapting and settling well into it. I remember how he commented on the differences and difficulties he faced as a coach in the beginning, even with an interpreter, but we are all surprised how soon he took control of the situation, well adapted to it and really progressed after the brief orientation period of the first one-half year, EVEN WITHOUT AN INTERPRETER. I am sure Mr. X will be an asset to our Olympic Sport and foresee no problem whatsoever (but) that he would happily blend into our community.

It is most interesting to this writer to note the time element mentioned by this foreign coach's 'friend' and observe that it exactly coincides with the generally recognised time lines for the progression into, and emergence from, culture shock.

## ANALYSIS OF THE CATEGORICAL DATA

The same analytical processes were applied to this data as were used previously. The independent variables involved are given in Table 51 and the dependent variables in Table 52. Data obtained from the factor analyses of the Officials (Of.), Administrators (Ad.) and General Public (G.P.) questionnaires were combined with that from the Canadian Colleagues and Foreign Coach analyses to construct factor scales for each subject on each of the independent and dependent variables then isolated. Finally, multiple regression was used to identify any relationship between these.

## ANALYSIS OF THE INDEPENDENT VARIABLES (I.V.)

Just one additional variable was added to the overall total, this coming from the Administrators' questionnaire. Of the forty-five variables involved, choices from proferred short lists were required in the items listed by questionnaire in Table 56. The dominant options thus identified were noted for later use. The majority of items in these questionnaires were rated by Likert-type scales. Various scales were used as follows:

| | | | |
|---|---|---|---|
| Officials: | Q. 19, I.V. 73 | Attitude (as shown by actions) | - Three point scale |
| Officials: | Q. 16-18, I.V. 74 | Coaching ability | Four-point scale |
| Administrators: | Q. 16-18, I.V. 74 | Coaching ability | |
| Administrators: | Q. 19, I.V. 73 | Overall ability | |
| Administrators: | Q. 25, I.V. 80 | Importance of skills transfer | |

Table 56

Results of analysis of independent variables involving ratings based on selected choices from proferred list (n = 48)

PERCEPTIONS OF COACH AS COACH* QUESTIONS 20-22 (Of.) AND 20-24 (Ad.)

| GROUP | 'MOST' OPTION | VARIABLE | NUMBER OF TIMES CHOSEN AND PERCENTAGE OF RESPONDENTS | PREFERRED CHOICES |
|---|---|---|---|---|
| Of. | a | 60 | 7 58.3% Q.20 | Likes to be known as ...effective in teaching skills of the game |
| Ad. | a | | 9 64.3% Q.20 | |
| Of. | - | 66 | - | Believes should...get the job done |
| Ad. | b | | 8 61.5% Q.21 | |
| Of. | a | 67 | 8 66.7% Q.21 | Best coaches...those who give individual help and are interested in athletes' development |
| Ad. | - | | - | |
| Of. | - | 69 | - | |
| Ad. | c | | 6 46.2% Q.22 | Emphasises...winning |
| Of. | - | 71 | - | |
| Ad. | a+b | | 5 each 45.5% each Q.23 | Concerned about... prevention of physical injuries and undue mental stress |
| Of. | b | 72 | 10 90.9% Q.22 | Long-term outcome of playing this sport... development of a desire to achieve under demanding situations |
| Ad. | b | | 10 76.9% Q.24 | |

There was one instance of a choice not being given.

3 CHARACTERISTICS+ QUESTIONS 23-25 (Of.) 36-38 (Ad.) AND 27-29 (G.P.)

| GROUP | OPTION | VARIABLE | RANKED NUMBER OF TIMES CHOSEN | PREFERRED CHOICES |
|---|---|---|---|---|
| Of. | D | 32 | 9 Q.23 | Technical competence |
| Ad. | D | 32 | 14 Q.36 | Technical competence |
| G.P. | F | 33 | 10 Q.27 | Technical competence |

Table 56 (continued)

| GROUP | OPTION | VARIABLE | RANKED NUMBER OF TIMES CHOSEN | PREFERRED CHOICES |
|---|---|---|---|---|
| Of. | C | 31 | 8 Q.24 | Teaching ability |
| Ad. | C | 31 | 10 Q.37 | Teaching ability |
| G.P. | E | 31 | 10 Q.28 | Teaching ability |
| Of. | G | 33 | 6 Q.25 | Sound judgment/common sense |
| Ad. | G | 33 | 4 Q.38 | Sound judgment/common sense |
| G.P. | G | 33 | 5 Q.29 | Sound judgment/common sense |
| Of. | A | 27 | 2 | Ability to adapt |
| Ad. | I | 40 | 4 | Articulate |
| G.P. | U<br>A | 44<br>27 | 4 each | Sense of duty;<br>Ability to adapt |

+Officials/Administrators made their choices from a list of 10 items

Officials: Chosen 3 times were E/07 and F/39.
Chosen twice was J/34.
Not chosen at all were B/28; H/30 and I/40.

Administrators: Chosen 3 times was H/30.
Chosen once were A/27; B/28; E/07 and J/34.

General Public: Chosen 3 times was H/34.
Chosen twice were C/29; K/35; M/37 and O/39.
Chosen once were I/10; L/36; N/38; Q/04; T/43; W/46 and Z/49.
Not chosen at all were B/28; D/30; J/07; P/40; R/41; S/42; V/45; X/47 and Y/48.

There were 6 instances of choices not being given by General Public.

REQUIRED QUALIFICATIONS QUESTION 41 (Ad.)

| RANK | VARIABLE | NUMBER OF TIMES CHOSEN AND PERCENTAGE OF RESPONDENTS | PREFERRED CHOICES |
|---|---|---|---|
| 1. | | 10 66.6% | Playing experience |
| 2. | 77 | 7 46.6% | Certification |
| 3. | | 4 26.6% | Attendance at workshops |

Officiating courses and First Aid were not chosen.

DESIRABLE QUALIFICATIONS QUESTION 42 (Ad.)

| | | | |
|---|---|---|---|
| 1. | | 5 33.3% | Certification |
| 2. | | 3 20.0% | Playing experience |
| | 77 | 3 20.0% | Attendance at workshops |
| 4. | | 2 13.3% | Officiating courses |
| | | 2 13.3% | First Aid |
| 'Other' | | - - | Winning record; international coaching experience; public speaking experience; ability to do routine paperwork |

Questions that were involved in ratings using a five-point scale were as follows:

Officials: Q. 26-29, 34 I.V. 03,04,09,11 Personal dimensions
Administrators: Q. 26-28,31,34 and 35 I.V. 01-04, 09 and 10 Personal dimensions
General Public: Q. 11-19 I.V. 01,03,04,08,09,11-13 Personal dimensions

In addition, each questionnaire contained answers requiring a yes/no choice, namely questions 14 and 42 for officials; questions 14 and 50 for administrators and questions 39 and 40 for members of the general public. The means and standard deviations of these fifteen independent variables are given in Table 57. Once more, product-moment correlations were computed and then factor analysis was undertaken for the independent variables of these three Canadian 'contact' questionnaires combined. This revealed four factors that accounted for 73.7 percent of the total variance. The results are shown in Table 58.

Table 57
Means and standard deviations of Canadian host national contact-rated independent variables ($\underline{n} = 48$)

| PERSONAL DIMENSIONS QUESTIONS 26-29 AND 34 (Of.); 26-28 AND 31, 34 and 35 (Ad.); 11-19 (G.P.) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| QUESTION NUMBER [1] | | | | | MEAN | | | SD | | |
| O. | A. | G. | VARIABLE | CHARACTERISTIC MEASURED | O. | A. | G. | O. | A. | G. |
| | 31 | 11 | 01 | Remains in full control of self under stress | | 3.627 | 4.400 | | 1.280 | .754 |
| | 35 | | 02 | Self-directed; takes initiative; positive; willing and able to learn | | 3.867 | | | 1.060 | |
| 26 | 26 | 12 | 03 | Able to build and maintain relationships with others; friendly; source of advice | 3.333 | 3.308 | 3.950 | .778 | .855 | .945 |
| 27 | 27 | 13 | 04 | Openness to ideas from others | 2.818 | 3.215 | 3.550 | .982 | 1.246 | 1.191 |

Table 57 (continued)

| QUESTION NUMBER | | | VARIABLE | CHARACTERISTIC MEASURED | MEAN | | | SD | | |
|---|---|---|---|---|---|---|---|---|---|---|
| O. | A. | G. | | | O. | A. | G. | O. | A. | G. |
| | | 15 | 08 | Good listener able to sense needs and feelings of others | | | 3.700 | | | 1.218 |
| 28 | 28 | 16 | | Shows others they are valued by interest and compliments | 3.727 | 3.000 | 3.750 | .647 | 1.000 | 1.020 |
| 34 | | | 09 | High regard for authority and commitments to schedules | 3.800 | | | 1.643 | | |
| | | 14 | 09 | Open and positive with strangers; friendly, treats women equally with men | | | 4.200 | | | 1.005 |
| | 34 | | 10 | Works at task until finished; does not like to give up | | 4.200 | | | .941 | |
| 29 | | 17 | 11 | Sensitive to host country issues | 3.545 | | 3.700 | .934 | | 1.129 |
| | | 18 | 12 | Speaks frankly; is outspoken rather than tactful | | | 2.900 | | | 1.518 |
| | | 19 | 13 | Friendly and relaxed with family members | | | 4.158 | | | .765 |
| THE COACH AS A COACH QUESTIONS 16-19 (Of.); 16-19 AND 41 (Ad.) | | | | | | | | | | |
| | | | | ATTITUDE | | | | | | |
| 19 | | | 73 | Argue with officials on judgment calls. | 1.583 | | | .515 | | |
| | 19 | | | Relationships with other colleagues | | 3.071 | | | .616 | |
| | | | | OVERALL COACHING ABILITY | | | | | | |
| 16 | 16 | | | Teaching of skills | 3.455 | 3.467 | | .522 | .516 | |
| 17 | 17 | | 74 | Knowledge of the sport | 3.833 | 3.667 | | .389 | .488 | |
| 18 | 18 | | | Treatment of athletes | 3.364 | 3.231 | | .674 | .599 | |

Table 57 (continued)

| QUESTION NUMBER O. A. G. | VARIABLE | CHARACTERISTIC MEASURED | MEAN O. | MEAN A. | MEAN G. | SD O. | SD A. | SD G. |
|---|---|---|---|---|---|---|---|---|
| 41 | 77 | TECHNICAL COMPETENCY*<br>Playing experience<br>Officiating courses<br>Coaching clinics/ workshops<br>Coaching experience<br>Certification<br>First Aid training | Analysed under open-ended responses from Administrators | | | | | |
| CROSS-CULTURAL ASPECTS QUESTIONS 42 (Of.); 25 AND 50 (Ad.); 39 (G.P.) | | | | | | | | |
| 42 50 39 | 58 | Movement beneficial and should continue | 1.182 | 1.167 | 1.000 | .405 | .389 | .000 |
| 25 | 80 | Importance of transfer of skills from foreign coaches to Canadians | | 3.615 | | | .506 | |

1.0 = Officials  A = Administrators  G = General Public
* Not Possible to analyse in this format

The results of the factor analysis of the combined responses from officials, administrators and members of the general public, although limited by the fact that, with such disparate people, questions were not always asked of everyone, were quite distinct. Four factors emerged, accounting for 73.7% of the total variance, and these largely supported factors already identified by the foreign coaches themselves and by their Canadian colleagues. Personal qualities of perseverance and initiative were stressed only by administrators but the factor was retained because these attributes are significant in the cross-cultural context. The major factor to emerge across all groupings was that of Interpersonal Skills. Overall work ability and working relationships were the final two factors identified, as shown in Table 58.

Table 58
Factor analysis of the Canadian host national contact-rated personal dimensions and other independent variables ($\underline{n}$ = 48)

| | | | | |
|---|---|---|---|---|
| FACTOR 1 | | | INITIATIVE AND PERSEVERANCE | |
| QUESTION NUMBER | | | CHARACTERISTIC | FACTOR LOADING |
| O. | A. | G.P.[1] | | |
| | 35 | | Self-directed; takes initiative; positive attitude to problem-solving; willing to learn from experience | .97 |
| | 34 | | Consistently works at tasks, does not give up/lose interest | .85 |
| Eigen Value 2.74 | | | Percent of Total Variance 24.9 | |
| FACTOR 2 | | | INTERPERSONAL SKILLS | |
| 26 | 26 | 12 | Able to build and maintain relationships | .86 |
| 28 | 28 | 16 | Shows others they are valued by interest and compliments | .75 |
| 27 | 27 | 13 | Responds flexibly to others' views, asks questions and is open-minded | .69 |
| Eigen Value 2.08 | | | Percent of Total Variance 18.9 | |
| FACTOR 3 | | | OVERALL COACHING (WORK) ABILITY | |
| 17 | 17 | | Knowledge of the sport | .86 |
| | 25 | | Importance of skills transfer from foreign coach to Canadians | .86 |
| | 31 | 11 | Remains in full control under stress | .51 |
| 16 | 16 | | Teaching of skills | .44 |
| Eigen Value 1.74 | | | Percent of Total Variance 15.8 | |
| FACTOR 4 | | | INTERPERSONAL RELATIONSHIPS | |
| 18 | 18 | | Treatment of athletes as people | .80 |
| Eigen Value 1.55 | | | Percent of Total Variance 14.1 | |

1. O = Official A = Administrator G.P. = General Public

## ANALYSIS OF THE DEPENDENT VARIABLES (D.V.)

There were the same number of dependent variables as independent ones in this combined grouping and, once again, the same analytical procedures were employed. In each questionnaire, there was just one question requiring a yes/no response, namely Officials' Q. 14, D.V. 131 and Administrators' Q. 14, D. 131 - Would repeat cross-cultural experience - and General Public's Q. 40, D.V. 131 - Pleased you met this person. All the remaining variables were rated by means of five-point Likert-type scales. The means and standard deviations for these fourteen dependent variables are given in Table 59. Product-moment correlations were computed and a principal-components factor analysis with varimax rotation was undertaken to determine any basic factors underlying. The results are given in Table 60. There were four factors identified which together accounted for 65.2% of the total variance.

The analysis of the dependent variables of the combined responses from officials, administrators and members of the general public was again limited by the fact that not all questions were asked of everyone. However, three factors emerged, accounting for 71.9% of the total variance. These are described in Table 60. Again, these factors supported ones previously identified by the foreign coaches and their Canadian colleagues and were Cultural Adjustment, Personal Feelings of Satisfaction and Intercultural Interaction. Within this research, areas of particular significance and importance are becoming distinct. Now it is necessary to construct scales for all the dependent and independent factors identified and then examine the relationships between them.

## Table 59
## Means and standard deviations of Canadian host national contact-rated dependent variables (n = 48)

| QUESTION NUMBER[1] | | | | | MEAN | | | SD | | |
|---|---|---|---|---|---|---|---|---|---|---|
| O. | A. | G. | VARIABLE | CHARACTERISTIC MEASURED | O. | A. | G. | O. | A. | G. |
| **DESCRIPTIVE STATEMENTS** QUESTIONS 30-32, 33 AND 35 (Of.); 29-30, 32-33 (Ad.); 20-26 (G.P.) | | | | | | | | | | |
| 30 | | 20 | 107 | Knowledge of local language | 3.909 | | 4.000 | 1.044 | | 1.124 |
| 31 | 29 | 21 | 108 | Knowledge of non-verbal communication | 3.889 | 3.714 | 3.850 | .782 | .994 | 1.137 |
| 32 | | 22 | 109 | Extent interaction with Canadians | 4.091 | | 4.350 | 1.044 | | .671 |
| | | 23 | 112 | Interest in Canada/tourism | | | 4.250 | | | .786 |
| | | 24 | 113 | Factual knowledge of Canada | | | 3.650 | | | .933 |
| 33 | 30 | 25 | 114 | Acceptance of Canadian customs | 4.182 | 3.923 | 4.000 | .603 | 1.441 | 1.257 |
| 35 | | 26 | 115 | Engaging in enjoyable activities | 3.636 | | 3.950 | 1.120 | | .999 |
| | 32 | | 119 | Commitment to coaching | | 4.267 | | | .961 | |
| | 33 | | 120 | Concern with training Canadians | | 3.467 | | | 1.125 | |
| **ADJUSTMENT** QUESTIONS 36 (Of.); 43 (Ad.); 30 AND 31 (G.P.) | | | | | | | | | | |
| 36 | 43 | 30 | 126 | Personal adjustment | 4.083 | 4.267 | 4.789 | .793 | .704 | .419 |
| | | 31 | 127 | Family adjustment | | | 4.533 | | | .516 |
| **EFFECTIVENESS** QUESTIONS 39 AND 40 (Ad.) | | | | | | | | | | |
| | 39 | | 128 | In daily tasks | | 4.000 | | | 1.414 | |
| | 40 | | 129 | In skills transfer | | 4.071 | | | .829 | |
| **SATISFACTION** QUESTIONS 14 (Of.); 14 (Ad.); 40 (G.P.) | | | | | | | | | | |
| 14 | 14 | 40 | 131 | Would repeat experience with foreign coach/person | 1.000 | | 1.000 | .000 | | .000 |

1. O = Officials A = Administrators G = General Public

Table 60
Factor analysis of Canadian host national contact-rated dependent variables (n = 48)

| QUESTION NUMBER O. | A. | G.P.[1] | CHARACTERISTIC | FACTOR LOADING |
|---|---|---|---|---|
| FACTOR 1 | | | CULTURAL ADJUSTMENT | |
| 30 | | 20 | Knowledge of the language | .83 |
| 32 | | 22 | Interaction with Canadians | .83 |
| | | 24 | Factual knowledge of Canada | .77 |
| Eigen Value 4.12 | | | Percent of Total Variance 45.8 | |
| FACTOR 2 | | | PERSONAL FEELINGS OF SATISFACTION | |
| | | 31 | At family adjustment | .87 |
| | | 23 | Interest in Canada/tourism | .79 |
| 36 | 43 | 30 | At self-adjustment | .77 |
| 35 | | 25 | Engaging in enjoyable activities | .60 |
| Eigen Value 1.21 | | | Percent of Total Variance 13.5 | |
| FACTOR 3 | | | INTERCULTURAL INTERACTION | |
| 33 | 30 | | Acceptance of Canadian customs | .82 |
| 31 | 29 | 21 | Knowledge of non-verbal communication | .68 |
| Eigen Value 1.13 | | | Percent of Total Variance 12.6 | |

[1] O = Official A = Administrator G.P. = General Public

# CHAPTER VII

# THE SURVEY: 3. RELATIONSHIPS AND FINDINGS

## INTRODUCTION

With the isolation of 22 independent and 14 dependent variable factors for the foreign coach, Canadian colleague and Canadian host national contacts, the construction of factor scales was undertaken. Each respondent's original ratings on the items that comprised each factor were added up to achieve this. The last step in the data analysis process was then carried out. This took the form of a stepwise multiple regression analysis between the dependent and independent variable scales in order to ascertain the predictors of overseas effectiveness and success. It is unfortunate that, in common with most cross-cultural research[1], the sample size involved here is not large, causing the analysis to be carried out on relatively small numbers, which is not usual.

## ANALYSIS OF THE RELATIONSHIP BETWEEN THE INDEPENDENT AND DEPENDENT VARIABLES

Table 61 shows the 22 factor scales that were constructed for the independent variables identified from all sources. Some collapsing of the data was carried out at this stage as there were certain factors so closely related to each other that it made sense to combine these. The table shows each scale's identification number and title, together with appropriate statistical data. In the interpretation of these, scale reliability and relative independence can usually be assumed where Alpha is higher than the maximum inter-item correlation (Max I). Where scales contained only one item, namely scales 5, 8-11 and 17-19, Alpha and Max I could not be computed. Where negative correlations emerged frequently in the reliability runs, these variables were eliminated.

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[1] Harris, J.G., Jr. "A science of the South Pacific Analysis of the character structure of the Peace Corps volunteer." *American Psychologist*, 28 (1973): 232-247.

Table 61
Scales for the independent variables

| SCALE NUMBER AND TITLE | SAMPLE SIZE | ITEMS IN SCALE | MEAN | SD | ALPHA * CO-EFFICIENT | * MAX I |
|---|---|---|---|---|---|---|
| I1. Interpersonal interest/decision making (self-rated) | 32 | 3 | 12.53 | 2.01 | .79 | .76 |
| I2. Non-ethnocentrism (self-rated) | 32 | 3 | 6.28 | 2.43 | .12 | .12 |
| I3. Self-confidence (self-rated) | 32 | 2 | 11.40 | 3.24 | .88 | .80 |
| I4. Frankness (self-rated) | 32 | 3 | 10.40 | 2.67 | .83 | .71 |
| I5. Interpersonal skills (self-rated) | 32 | 1 | 4.28 | .58 | - | - |
| I6. Intercultural awareness/ tolerance (self-rated) | 32 | 2 | 10.87 | 2.81 | .58 | .40 |
| I7. Communication (self-rated) | 32 | 2 | 4.90 | 2.17 | .86 | .76 |
| I8. Open-mindedness (self-rated) | 31 | 1 | 4.25 | .73 | - | - |
| I9. Interpersonal harmony (self-rated) | 31 | 1 | 3.09 | 1.42 | - | - |
| I10. Work situation (self-rated) | 32 | 1 | 3.75 | 1.29 | - | - |
| I11. Initiative (self-rated) | 32 | 1 | 3.68 | 1.12 | - | - |
| I12. Expected success overseas (self-rated) | 31 | 2 | 3.80 | 2.24 | .78 | .64 |
| I13. Quick preparation/rewarding experience (self-rated) | 32 | 2 | 8.09 | 2.36 | .80 | .79 |

Table 61 (continued)

| SCALE NUMBER AND TITLE | SAMPLE SIZE | ITEMS IN SCALE | MEAN | SD | ALPHA * CO-EFFICIENT | * MAX I |
|---|---|---|---|---|---|---|
| I14. Interpersonal skills (colleague-rated) | 57 | 4 | 13.40 | 3.60 | .73 | .57 |
| I15. Overall coaching ability (colleague-rated) | 58 | 5 | 8.31 | 2.12 | .67 | .57 |
| I16. Assertiveness (colleague-rated) | 57 | 2 | 6.87 | 1.56 | .58 | .38 |
| I17. Frankness (colleague-rated) | 56 | 1 | 3.03 | 1.25 | - | - |
| I18. Experience (colleague-rated) | 58 | 1 | 4.24 | .99 | - | - |
| I19. Qualifications (colleague-rated) | 51 | 1 | 1.33 | .47 | - | - |
| I20. Initiative and perseverance (host national-rated) | 27 | 2 | 5.96 | 2.73 | .86 | .77 |
| I21. Interpersonal skills (host national-rated) | 47 | 3 | 8.74 | 2.27 | .50 | .57 |
| I22. Overall coaching ability (host national-rated) | 47 | 3 | 8.08 | 4.35 | .59 | .57 |

*The Alpha and Max I statistics could not be computed for single item scales.

From an examination of Table 61, it is apparent that, with the exception of scale I2 (Alpha .12), the scales can be considered reliable and relatively independent as Alpha is higher than Max I and ranges from .50 to .88. In some cases Alpha is rather low and/or the difference from Max I is small, for example, scales I22, I21, I16 and I6. The most reliable and independent scales are I14 (Interpersonal skills), I12 (Expected overseas success), I4 (Frankness), I7 (Communication) and I3 (Self-confidence). All scales were retained at this stage, even though some were somewhat weak, and these twenty-two scales now represent the empirical 'predictor' measures from all the aspects considered to be pertinent.

Exactly the same procedures were followed to obtain the factor scales for all the dependent variables. These are shown in Table 62,

Table 62
Scales for the dependent variables

| SCALE NUMBER AND TITLE | SAMPLE SIZE | ITEMS IN SCALE | MEAN | SD | ALPHA* CO-EFFICIENT | * MAX I |
|---|---|---|---|---|---|---|
| D1. Personal feelings of satisfaction (self-rated) | 32 | 5 | 20.25 | 2.95 | .71 | .65 |
| D2. Interaction with host nationals (self-rated) | 32 | 3 | 10.87 | 2.40 | .79 | .63 |
| D3. Non-ethnocentrism (self-rated) | 31 | 1 | 1.42 | .76 | - | - |
| D4. Professional/ cultural adjustment (self-rated) | 32 | 3 | 12.06 | 2.04 | .47 | .30 |
| D5. Intercultural interest (self-rated) | 32 | 2 | 7.81 | 1.55 | .44 | .36 |
| D6. Overall effectiveness (self-rated) | 32 | 3 | 12.68 | 1.71 | .53 | .29 |
| D7. Foreign-ness (self-rated) | 32 | 1 | 2.31 | 1.40 | - | - |
| D8. Personal satisfaction/cultural adjustment (colleague-rated) | 57 | 4 | 15.16 | 3.60 | .79 | .56 |
| D9. Professional adjustment/and satisfaction (colleague-rated) | 57 | 4 | 16.42 | 3.01 | .79 | .53 |
| D10. Authoritarianism (colleague-rated) | 56 | 1 | 1.71 | .96 | - | - |
| D11. Coaching emphasis (colleague-rated) | 56 | 1 | 4.48 | 1.64 | - | - |
| D12. Cultural adjustment (host national-rated) | 32 | 3 | 10.53 | 2.88 | -+ | -+ |
| D13. Personal feelings of satisfaction (host national-rated) | 47 | 4 | 7.83 | 4.55 | -+ | -+ |
| D14. Intercultural interaction (host national-rated) | 47 | 2 | 7.70 | 1.68 | -+ | -+ |

*Alpha and Max I statistics could not be computed for single item scales.
+Missing data prevented the computation of Alpha and Max I here.

with identification numbers and titles and the same range of statistical data.

From an examination of Table 62, it is clear that all the scales are reliable and relatively independent as Alpha is higher than Max I in all cases. However, in the cases of scales D5 (Intercultural interest - self-rated) and D4 (Professional/cultural adjustment - self-rated), Alpha is rather low at .44 and .47 respectively. Scales D9 (Professional adjustment/satisfaction - colleague-rated), D6 (Overall effectiveness - self-rated) and D8 (Personal satisfaction/cultural adjustment - colleague-rated) are the most reliable and independent. These fourteen scales represent the empirical measures of success from all aspects judged relevant.

## MULTIPLE REGRESSION

Hawes and Kealey (1979) described the process undertaken as follows:

> For each dependent variable, all independent variables were examined to determine which had the highest predictive relationship. This is step one in the stepwise procedure. The remaining independent variables were re-examined to determine which, if any, added significantly to the predictive relationship. If a second predictor was added to the equation, a third step was repeated with the remaining independent variables. This stepwise evaluation was repeated until no additional significant prediction was gained from other independent variables. The final result of the regression equation is a multiple correlation coefficient, *R*, which is interpreted in much the same way as the simple Pearson *r*. (Hawes and Kealey, 1979: 66)

Exactly the same procedure was followed in this study. Because the design of the present research is also concurrent, rather than the ideal longitudinal one in which the independent measures are obtained in the foreign coaches' homelands prior to their departures for Canada, the same assumption is made here as was made in the CIDA study, specifically that the independent variables measuring personal characteristics are measuring relatively consistent and stable entities and are still suitable predictors of success overseas. Correlation matrices for the three lots of independent variable scales and dependent variable scales are given in Table 63.

Table 63
Matrices of correlations between various independent and dependent scales

A. Foreign Coach Scales (13 independent and 7 dependent)

| Independent Variable Scales | Dependent Variable Scales | | | | | | |
|---|---|---|---|---|---|---|---|
| | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
| I1 | .01 | -.26 | -.35 | .03 | -.09 | .08 | -.11 |
| I2 | .26 | -.01 | -.00 | .05 | -.08 | -.25 | .01 |
| I3 | -.16 | -.15 | -.14 | .31 | .00 | .18 | -.05 |
| I4 | .10 | .10 | -.04 | .00 | .25 | .14 | .06 |
| I5 | -.25 | -.04 | -.13 | -.09 | .31 | -.04 | -.23 |
| I6 | .06 | .21 | -.17 | .38 | .21 | -.17 | -.25 |
| I7 | .14 | .20 | .00 | .11 | -.24 | -.18 | .05 |
| I8 | .00 | -.01 | .26 | .11 | .05 | .03 | .28 |
| I9 | .27 | -.04 | -.23 | -.06 | .02 | .09 | .40 |
| I10 | .19 | .22 | -.01 | .44 | .13 | .05 | .11 |
| I11 | .04 | .25 | .12 | .05 | .00 | -.07 | .02 |
| I12 | .10 | .32 | .11 | .14 | .14 | -.12 | -.08 |
| I13 | .08 | -.14 | -.23 | .25 | -.11 | .16 | .17 |

B. Canadian Colleague Scales (6 independent and 4 dependent)

| Independent Variable Scales | Dependent Variable Scales | | | |
|---|---|---|---|---|
| | D8 (1) | D9 (2) | D10 (3) | D11 (4) |
| I14 (1) | .49 | .29 | -.03 | .12 |
| I15 (2) | .19 | .02 | .27 | .12 |
| I16 (3) | .18 | .16 | -.10 | .04 |
| I17 (4) | .23 | -.07 | .28 | .29 |
| I18 (5) | -.17 | .01 | -.08 | -.18 |
| I19 (6) | -.04 | .19 | .08 | .04 |

C. Canadian Host National Contacts Scales (3 independent and 3 dependent) (Officials, Administrators, General Public)

| Independent Variable Scales | Dependent Variable Scales | | | |
|---|---|---|---|---|
| | D12 (1) | D13 (2) | D14 (3) | |
| I20 (1) | .40 | .33 | -.14 | |
| I21 (2) | -.27 | -.37 | .25 | |
| I22 (3) | -.55 | -.67 | -.07 | |

From a consideration of this table, it is evident that some of the variables exhibited higher correlations. In the Foreign Coach statistics, the independent variable I6 (Intercultural awareness and tolerance) correlated well with three of the dependent variables, from .21 with D2 (Interaction with host nationals) and D5 (Intercultural interest) to .38 with D4 (Professional and cultural adjustment). Variable I10 (Work situation) correlated with D4 (Professional and cultural adjustment) at .44 and with D2 (.22) and D1 (.19) as well.

In the Canadian Colleague-rated correlations, I14 (Interpersonal skills) registered .49 with D8 (Personal satisfaction and cultural adjustment) and .29 with D9 (Professional adjustment and satisfaction). Independent variable I17 (Frankness) showed correlations with D11 (Coaching emphasis), D10 (Authoritarianism) and D8 at .29, .28 and .23.

In the Canadian host national contacts analysis, I20 (Interpersonal skills) showed correlations of .40 with D12 (Cultural adjustment) and of .33 with D13 (Personal feelings of satisfaction).

These independent variables were then subjected to a final analysis in the form of a stepwise multiple regression. The results of this are presented for each dependent variable in the following series of tables, numbers 64-78. Table 64 shows the results for dependent variable D1, Personal feelings of satisfaction (self-rated) and shows that there were six predictors significantly related to it.

Table 64
Multiple regression results for D1, Personal feelings of satisfaction (self-rated) (*n* = 32)

| REGRESSION STEP | PREDICTOR | BETA | *r* | *R* | $R^2$ | *F* | *P*-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Interpersonal harmony (I9) | .24 | .27 | .27 | .07 | 2.32 | .14 |
| 2 | Interpersonal skills (I5) | -.27 | -.25 | .37 | .14 | 2.22 | .16 |
| 3 | Frankness (I4) | .24 | .10 | .41 | .17 | 1.80 | .33 |
| 4 | Non-ethnocentrism (I2) | .20 | .26 | .45 | .20 | 1.64 | .29 |
| 5 | Interpersonal interest (I1) | .22 | .01 | .49 | .24 | 1.55 | .29 |
| 6 | Self-confidence (I3) | -.13 | -.16 | .51 | .26 | 1.36 | .47 |

**NOTE:**
(a) The standardised Beta co-efficients are those obtained from regression step 6.
(b) *r* stands for the simple Pearson linear correlation co-efficient between the predictor and D1.
(c) *R* stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D1.
(d) *P*-value stands for the approximate two-tail probability for the *F* distribution.

Table 65
Multiple regression results for D2, Interaction with host nationals (self-rated) (*n* = 32)

| REGRESSION STEP | PREDICTOR | BETA | *r* | *R* | $R^2$ | *F* | *P*-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Expected success overseas (I12) | .32 | .32 | .32 | .10 | 3.31 | .08 |
| 2 | Work situation (I10) | .31 | .22 | .43 | .18 | 3.12 | .11 |
| 3 | Communication (I7) | .24 | .20 | .48 | .23 | 2.65 | .22 |
| 4 | Interpersonal harmony (I9) | -.23 | -.04 | .53 | .29 | 2.53 | .18 |
| 5 | Initiative (I11) | .23 | .25 | .57 | .32 | 2.32 | .26 |
| 6 | Interpersonal interest and decision-making (I1) | -.22 | -.26 | .61 | .37 | 2.25 | .22 |

**NOTE:**
(a) The standardised Beta co-efficients are those obtained from regression step 6.
(b) *r* stands for the simple Pearson linear correlation co-efficient between the predictor and D2.
(c) *R* stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D2.
(d) *P*-value stands for the approximate two-tail probability for the *F* distribution.

The combined multiple R was .51 and the $R^2$ figure, which explains the percentage of variance accounted for by any given predictor was .07 for the best predictor(s) shown, in this case Interpersonal harmony and Interpersonal skills equally. Table 65 shows the results for D2, Interaction with host nationals. Again, there were six factors significantly related to it. The combined multiple R was .61 and the $R^2$ figure was .10 for the best single predictor, Expected success overseas.

The aspect of Non-ethnocentrism is considered in Table 66. Three factors were significantly related to this, having a combined multiple R of .46. I8, Open-mindedness, was the best single predictor here, accounting for some 9% of the variance in this scale. Table 67 presented the regression results for Professional and cultural adjustment, dependent variable D4. Five factors combined to produce a multiple R of .75 which is quite high. The best single predictor was I10, Work situation, which alone accounted for 31% of the variance.

The results for D5, Intercultural interest, are presented in Table 68. There were three predictors apparent, giving a multiple R of .51. Interpersonal skills, I5, accounted for 10% of the variance exhibited, closely followed by Frankness, I4, with 9%. The important aspect of Overall effectiveness is the subject of Table 69's results. All the factors of significance revealed by the multiple regression are listed. The six identified had a multiple R of .48 and it can be seen that the first three mentioned, I2, I6 and I3, each account for 5 or 6% of the variance. Very surprisingly, Communication (I7) and Interpersonal skills (I5) are fifth and sixth respectively in their significance. Table 70 considers the aspect of Foreign-ness, D7, and shows as would be expected that Interpersonal harmony (I9), Intercultural awareness and

Table 66
Multiple regression results for D3, Non-ethnocentrism (self-rated)
(*n* = 32)

| REGRESSION STEP | PREDICTOR | BETA | *r* | *R* | *R*² | *F* | *P*-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Interpersonal interest and decision-making (I1) | -.32 | -.35 | .27 | .07 | 2.16 | .15 |
| 2 | Open-mindedness (I8) | .29 | .26 | .41 | .17 | 2.63 | .09 |
| 3 | Interpersonal harmony (I9) | -.21 | -.23 | .46 | .21 | 2.26 | .24 |

NOTE:
(a) The standardised Beta co-efficients are those obtained from regression step 3.
(b) *r* stands for the simple Pearson linear correlation co-efficient between the predictor and D3.
(c) *R* stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D3.
(d) *P*-value stands for the approximate two-tail probability for the *F* distribution.

Table 67
Multiple regression results for D4, Professional and cultural adjustment (self-rated) (*n* = 32)

| REGRESSION STEP | PREDICTOR | BETA | *r* | *R* | *R*² | *F* | *P*-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Work situation (I10) | .51 | .44 | .56 | .31 | 12.72 | .00 |
| 2 | Intercultural awareness and tolerance (I6) | .34 | .38 | .67 | .45 | 11.06 | .01 |
| 3 | Interpersonal harmony (I9) | -.28 | -.06 | .70 | .50 | 8.70 | .11 |
| 4 | Rewarding experience (I13) | .25 | .25 | .73 | .53 | 7.05 | .22 |
| 5 | Expected success overseas (I12) | .22 | .14 | .75 | .57 | 6.42 | .13 |

NOTE:
(a) The standardised Beta co-efficients are those obtained from regression step 5.
(b) *r* stands for the simple Pearson linear correlation co-efficient between the predictor and D4.
(c) *R* stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D4.
(d) *P*-value stands for the approximate two-tail probability for the *F* distribution.

Table 68
Multiple regression results for D5, Intercultural interest (self-rated) ($n$ = 32)

| REGRESSION STEP | PREDICTOR | BETA | $r$ | $R$ | $R^2$ | $F$ | $P$-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Interpersonal skills (I5) | .34 | .31 | .32 | .10 | 3.22 | .08 |
| 2 | Frankness (I4) | .28 | .25 | .43 | .19 | 3.14 | .10 |
| 3 | Intercultural awareness and tolerance (I6) | .28 | .21 | .51 | .26 | 3.15 | .10 |

**NOTE:**
(a) The standardised Beta co-efficients are those obtained from regression step 3.
(b) $r$ stands for the simple Pearson linear correlation co-efficient between the predictor and D5.
(c) $R$ stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D5.
(d) $P$-value stands for the approximate two-tail probability for the $F$ distribution.

Table 69
Multiple regression results for D6, Overall effectiveness (self-rated) ($n$ = 32)

| REGRESSION STEP | PREDICTOR | BETA | $r$ | $R$ | $R^2$ | $F$ | $P$-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Non-ethnocentrism (I2) | -.27 | -.25 | .24 | .06 | 1.83 | .18 |
| 2 | Intercultural awareness and tolerance (I6) | -.30 | -.17 | .34 | .12 | 1.84 | .19 |
| 3 | Self-confidence (I3) | .23 | .18 | .41 | .17 | 1.75 | .23 |
| 4 | Interpersonal harmony (I9) | .20 | .09 | .44 | .19 | 1.49 | .39 |
| 5 | Communication (I7) | -.21 | -.18 | .46 | .21 | 1.33 | .39 |
| 6 | Interpersonal skills (I5) | -.15 | -.04 | .48 | .23 | 1.19 | .44 |

**NOTE:**
(a) The standardised Beta co-efficients are those obtained from regression step 6.
(b) $r$ stands for the simple Pearson linear correlation co-efficient between the predictor and D6.
(c) $R$ stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D6.
(d) $P$-value stands for the approximate two-tail probability for the $F$ distribution.

Table 70
Multiple regression results for D7, Foreign-ness (self-rated)
(*n* = 32)

| REGRESSION STEP | PREDICTOR | BETA | *r* | *R* | $R^2$ | *F* | *P*-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Interpersonal harmony (I9) | .45 | .40 | .44 | .19 | 6.87 | .01 |
| 2 | Intercultural awareness and tolerance (I6) | -.31 | -.25 | .52 | .27 | 5.07 | .10 |
| 3 | Interpersonal skills (I5) | -.28 | -.23 | .58 | .34 | 4.56 | .10 |
| 4 | Frankness (I4) | .24 | .06 | .63 | .40 | 4.23 | .13 |

**NOTE:**
(a) The standardised Beta co-efficients are those obtained from regression step 4.
(b) *r* stands for the simple Pearson linear correlation co-efficient between the predictor and D7.
(c) *R* stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D7.
(d) *P*-value stands for the approximate two-tail probability for the *F* distribution.

Table 71
Multiple regression results for D8, Personal satisfaction and cultural adjustment (colleague-rated) (*n* = 57)

| REGRESSION STEP | PREDICTOR | BETA | *r* | *R* | $R^2$ | *F* | *P*-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Interpersonal skills (I14) | .45 | .49 | .48 | .23 | 14.61 | .00 |
| 2 | Frankness (I17) | .23 | .23 | .53 | .29 | 9.54 | .06 |

**NOTE:**
(a) The standardised Beta co-efficients are those obtained from regression step 2.
(b) *r* stands for the simple Pearson linear correlation co-efficient between the predictor and D8.
(c) *R* stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D8.
(d) *P*-value stands for the approximate two-tail probability for the *F* distribution.

tolerance (I6), Interpersonal skills (I5) and Frankness (I4) are of significance here. They have a multiple R of .63 and together account for 40% of the variance in this scale.

The colleague-rated variables are considered in the next four tables, numbered 71-74 inclusive. In Table 71, the results are presented for the analysis of D8, Personal satisfaction and cultural adjustment. It is quite clear to see that Canadian athletes and co-coaches considered Interpersonal skills (I14) to have the most significance in relation to success. The multiple R was .48 and this factor alone accounted for 23% of the variance exhibited by this scale. Interpersonal skills was also identified as being of importance in Table 72 which shows the results for the analysis of D9, Professional adjustment and satisfaction, as rated by the Canadian athletes and co-coaches. Here, its multiple R was .31 and it represented 10% of the variance. Interestingly, in view of opinions expressed in the open-ended responses, was the fact that I19, Recognition of (foreign) qualifications was the second factor to be identified, accounting for 7% of the variance in the scale.

Tables 73 and 74 are closely allied, dealing with Authoritarianism (D10) and Coaching emphasis (D11) respectively. In each case, Frankness (I17), emerged as the most significant factor. In relation to Authoritarianism, its multiple R was .29 and it accounted for 8% of the variance; in regard to Coaching emphasis, the multiple R was .27 and the percentage of the variance was 7%.

The final three tables in this sequence show the results of a very limited analysis of certain factors that had a fairly high degree of commonality among officials, administrators and members of the general

## Table 72
**Multiple regression results for D9, Professional adjustment and satisfaction (colleague-rated) (n = 57)**

| REGRESSION STEP | PREDICTOR | BETA | r | R | R² | F | P-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Interpersonal skills (I14) | .35 | .29 | .31 | .10 | 5.38 | .02 |
| 2 | Recognition of qualifications (I19) | .27 | .19 | .41 | .17 | 4.86 | .05 |
| 3 | Frankness (I17) | -.19 | -.07 | .45 | .20 | 3.99 | .16 |

**NOTE:**
(a) The standardised Beta co-efficients are those obtained from regression step 3.
(b) r stands for the simple Pearson linear correlation co-efficient between the predictor and D9.
(c) R stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D9.
(d) P-value stands for the approximate two-tail probability for the F distribution.

## Table 73
**Multiple regression results for D10, Authoritarianism (colleague-rated) (n = 56)**

| REGRESSION STEP | PREDICTOR | BETA | r | R | R² | F | P-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Frankness (I17) | .28 | .28 | .29 | .08 | 4.48 | .04 |
| 2 | Overall coaching ability (I15) | .29 | .27 | .36 | .13 | 3.46 | .13 |
| 3 | Assertiveness (I16) | -.28 | -.10 | .45 | .20 | 3.84 | .04 |

**NOTE:**
(a) The standardised Beta co-efficients are those obtained from regression step 3.
(b) r stands for the simple Pearson linear correlation co-efficient between the predictor and D10.
(c) R stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D10.
(d) P-value stands for the approximate two-tail probability for the F distribution.

### Table 74
### Multiple regression results for D11, Coaching emphasis (colleague-rated) (*n* = 56)

| REGRESSION STEP | PREDICTOR | BETA | *r* | *R* | $R^2$ | *F* | *P*-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Frankness (I17) | .18 | .29 | .27 | .07 | 3.73 | .06 |
| 2 | Interpersonal skills (I14) | .07 | .12 | .32 | .10 | 2.72 | .20 |
| 3 | Assertiveness (I16) | .15 | .04 | .36 | .13 | 2.26 | .26 |

**NOTE:**

(a) The standardised Beta co-efficients are those obtained from regression step 3.

(b) *r* stands for the simple Pearson linear correlation co-efficient between the predictor and D11.

(c) *R* stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D11.

(d) *P*-value stands for the approximate two-tail probability for the *F* distribution.

### Table 75
### Multiple regression results for D12, Cultural adjustment (host national-rated) (*n* = 32)

| REGRESSION STEP | PREDICTOR | BETA | *r* | *R* | $R^2$ | *F* | *P*-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Initiative and perseverance (I20) | .40 | .40 | .40 | .16 | 1.91 | .19 |
| 2 | Overall coaching ability (I22) | -.34 | -.55 | .52 | .28 | 1.73 | .25 |

**NOTE:**

(a) The standardised Beta co-efficients are those obtained from regression step 2.

(b) *r* stands for the simple Pearson linear correlation co-efficient between the predictor and D12.

(c) *R* stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D12.

(d) *P*-value stands for the approximate two-tail probability for the *F* distribution.

public of the host nation. It is regretted that there were not more factors to analyse within this category of respondents. As is to be expected, I20, Initiative and perseverance, and I22, Overall coaching ability were shown as most significant in Table 75, where the respondents were officials and administrators. These two variables had a combined multiple *R* of .52 and they together accounted for 28% of the variance. When the findings of the members of the general public, those wholly outside the coaching situation, were included in the analyses, as shown in Tables 76 and 77, the results indicated that these same independent variables were still of importance in accounting for 21% of the foreign coach's Personal feelings of satisfaction (D13). The multiple *R* in this instance was .46. A difference is apparent when dependent variable D14, Intercultural interaction, is analysed. The host nationals clearly indicated that Interpersonal skills (I21) had most significance, with a multiple *R* of .41. By itself, this predictor was responsible for 17% of the scale's variance.

When the predictor variables from the three categories of respondents, foreign coaches, Canadian colleagues (athletes/co-coaches) and host national contacts (officials/administrators/general public) are considered separately, complete overlaps or very close similarities can be discerned among them. For example:

| | | |
|---|---|---|
| 1. Interpersonal skills | - I5 | Foreign coaches |
| | - I14 | Colleagues |
| | - I21 | Host nationals |
| 2. Frankness | - I4 | Foreign coaches |
| | - I17 | Colleagues |

3. Initiative, perseverance and assertiveness - I11 Foreign coaches
   - I16 Colleagues
   - I20 Host nationals

4. Overall coaching ability - I15 Colleagues
   - I22 Host nationals

Table 76
Multiple regression results for D13, Personal feelings of satisfaction (host national-rated) ($\underline{n}$ = 47)

| REGRESSION STEP | PREDICTOR | BETA | $\underline{r}$ | $\underline{R}$ | $\underline{R}^2$ | $\underline{F}$ | $\underline{P}$-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Initiative and perseverance (I20) | .74 | .33 | .32 | .10 | 3.01 | .09 |
| 2 | Overall coaching ability (I22) | -.52 | -.67 | .46 | .21 | 3.28 | .08 |

**NOTE:**
(a) The standardised Beta co-efficients are those obtained from regression step 2.
(b) $\underline{r}$ stands for the simple Pearson linear correlation co-efficient between the predictor and D13.
(c) $\underline{R}$ stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D13.
(d) $\underline{P}$-value stands for the approximate two-tail probability for the $\underline{F}$ distribution.

Table 77
Multiple regression results for D14, Intercultural interaction (host national-rated) ($\underline{n}$ = 47)

| REGRESSION STEP | PREDICTOR | BETA | $\underline{r}$ | $\underline{R}$ | $\underline{R}^2$ | $\underline{F}$ | $\underline{P}$-VALUE |
|---|---|---|---|---|---|---|---|
| 1 | Interpersonal skills (I21) | .41 | .25 | .41 | .17 | 5.17 | .03 |

**NOTE:**
(a) The standardised Beta co-efficients are those obtained from regression step 1.
(b) $\underline{r}$ stands for the simple Pearson linear correlation co-efficient between the predictor and D14.
(c) $\underline{R}$ stands for the multiple linear correlation co-efficient between the predictor variable entered in the progression step and D14.
(d) $\underline{P}$-value stands for the approximate two-tail probability for the $\underline{F}$ distribution.

Two further groupings are identifiable from within the foreign coach category. Firstly, there are those variables concerned with

Table 78
A summary of the multiple regression analyses

| PREDICTOR (INDEPENDENT VARIABLE) | DEPENDENT VARIABLE | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | D9 | D10 | D11 | D12 | D13 | D14 |
| I9 Interpersonal harmony | .27 | 0.04 | -.23 | 0.06 | | .09 | .40 | | | | | | | |
| I5<br>I14<br>I21 Interpersonal skills | -.25 | | | | .31 | -.04 | -.23 | .49 | .29 | | .12 | | | .25 |
| I4<br>I17 Frankness | .10 | | | | .25 | | .06 | .23 | 0.07 | .28 | .29 | | | |
| I2 Non-ethnocentrism | .26 | | | | | -.25 | | | | | | | | |
| I1 Interpersonal interest and decision-making | .01 | -.26 | -.35 | | | | | | | | | | | |
| I3 Self-confidence | -.16 | | | | | .18 | | | | | | | | |
| I12 Expected success overseas | | .32 | | .14 | | | | | | | | | | |
| I10 Work situation | | .22 | | .44 | | | | | | | | | | |
| I7 Communication | | .20 | | | | -.18 | | | | | | | | |
| I11 Initiative | | .25 | | | | | | | | | | | | |
| I8 Open-mindedness | | | .26 | | | | | | | | | | | |
| I6 Intercultural awareness and tolerance | | | | .38 | .21 | -.17 | -.25 | | | | | | | |
| I13 Rewarding experience expected | | | | .25 | | | | | | | | | | |
| FOREIGN COACHES Multiple R | .49 | .61 | .46 | .75 | .51 | .48 | .63 | | | | | | | |
| | | | | | | | | D8 | D9 | D10 | D11 | | | |
| I19 Recognition of qualifications | | | | | | | | | .19 | | | | | |
| I15<br>I22 Overall coaching ability | | | | | | | | | | .27 | | -.55 | -.67 | |
| I16 Assertiveness | | | | | | | | | | -.10 | .04 | | | |
| COLLEAGUES Multiple R | | | | | | | | .53 | .45 | .45 | .36 | | | |
| | | | | | | | | | | | | D12 | D13 | D14 |
| I20 Initiative and perseverance | | | | | | | | | | | | .40 | .33 | |
| HOST NATIONALS Multiple R | | | | | | | | | | | | .52 | .46 | .41 |

interculturalism - I2, Non-ethnocentrism; I6, Intercultural awareness and tolerance; I8, Open-mindedness; I12, Expectation of success overseas and I13, Expectation of a rewarding experience overseas. Secondly, and closely linked to Interpersonal skills (number 1), is a group of variables related to interpersonal relationships - I1, Interpersonal interest; I7, Communication; I9, Interpersonal harmony and I10, Work situation. Self-confidence, I3, stands alone as it pervades all aspects of a person's functioning. Table 78 shows that Interpersonal skills, Frankness and Interpersonal harmony were the best three predictors overall of success (effectiveness) overseas, predicting eight, seven and six of the dependent variables respectively.

## OTHER RESULTS

The Foreign Coach questionnaire included nineteen variables that were considered to exert a moderating effect in the context of the cross-cultural coaching situation. These were briefly mentioned in Chapter V, page 127, and were listed in Table 19, page 131. The results of the analyses undertaken were also given in Chapter V, as Tables 34-5, pages 162-3, in order to present a comprehensive picture of the responses of the foreign coaches. A somewhat more detailed consideration of these moderator variables is now warranted.

The responses considered here came from all the coaches, including two whose replies have just been received. Twenty-one countries of origin were represented, located in every continent except South America. The diversity of backgrounds from which the coaches' viewpoints derive is shown in Figure 23. Considering this diversity, there was a remarkable consensus evident in many of the responses.

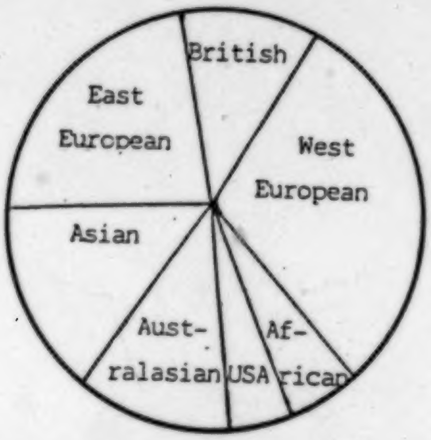

Figure 23. Geographic source areas for the viewpoints of the foreign coaches.

There were also differences apparent when coaches from various backgrounds assessed the Canadian lifestyle and work environment.

Obstacles envisaged or experienced

It was interesting to note that none of the OECD list of obstacles, important when West Europeans were working overseas, often in the Third World countries, was ranked in the top three by overseas workers coming to Canada. However, remoteness, cultural and leisure activities, climate and education standards, which were on the OECD list, were all mentioned in at least 25% of the responses. Language problems, especially ones concerned with colloquial vocabulary, dominated the responses, closely followed by ones related to sport and work in Canada. Interpersonal/intercultural obstacles were envisaged or experienced by over a third of the respondents, particularly by coaches of Asian, Germanic or Nordic origins. Housing, hygenic/medical aspects and business/shopping facilities were mentioned, as expected, only once or twice.

Living conditions

The geographic and cultural backgrounds of the respondents were discernable in the ratings assigned to the four items in this category, noticeably in those of climate - generally less comfortable - and in some of the ratings of personal security. Coaches from Eastern European countries indicated that feelings of personal security were 'more comfortable' in Canada while some from Britain and the Asian countries rated these as 'less comfortable' here. Housing, availability of goods/services and living conditions overall exhibited less variation in ratings received, being 'about the same' or 'generally more comfortable'. The bar graphs in Figure 24 show the full results.

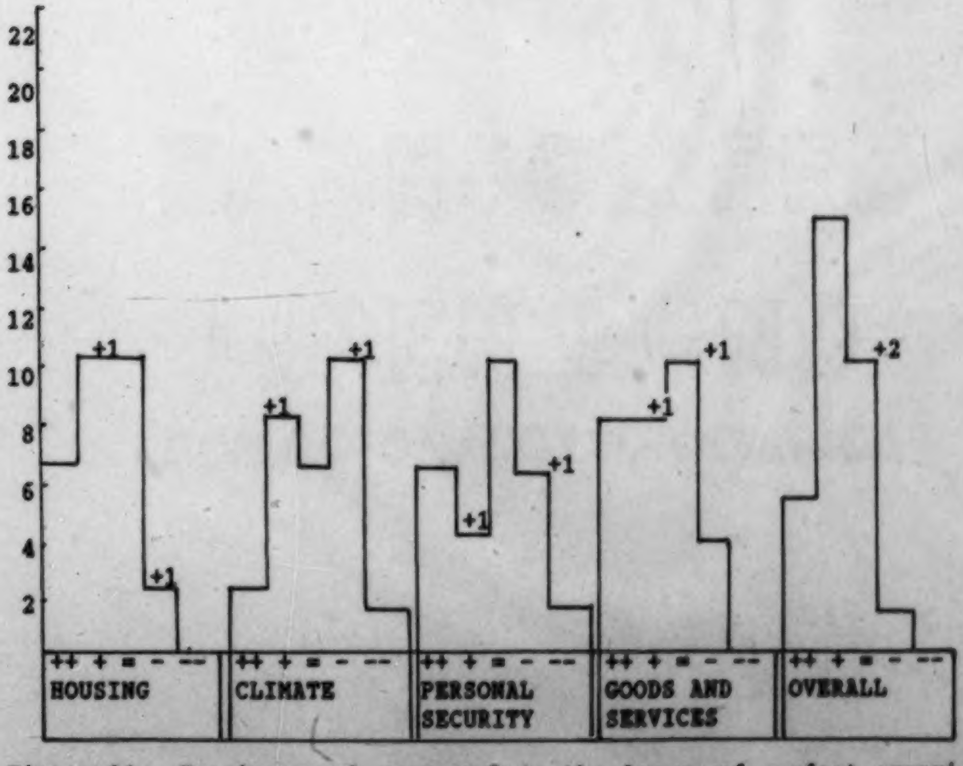

Figure 24. Foreign coach responses to the degree of comfort experienced while living in Canada. ($\underline{n}$ = 34)

Job constraints

The foreign coaches had to rate the degree to which each of the seven aspects limited or interfered with their coaching effectiveness. Three aspects very definitely impinged upon the majority of the coaches in the execution of their work, namely (i) the lack of clearly defined/ realistic objectives; (ii) the lack of commitment from others (local sports personnel/athletes); and (iii) the lack of facilities. The first two of these indications empirically support the opinions and needs of incoming foreign coaches as expressed earlier in the form of requests for more detailed information about work expectations and their sport/athletes in Canada. Figure 25 gives these ratings in full.

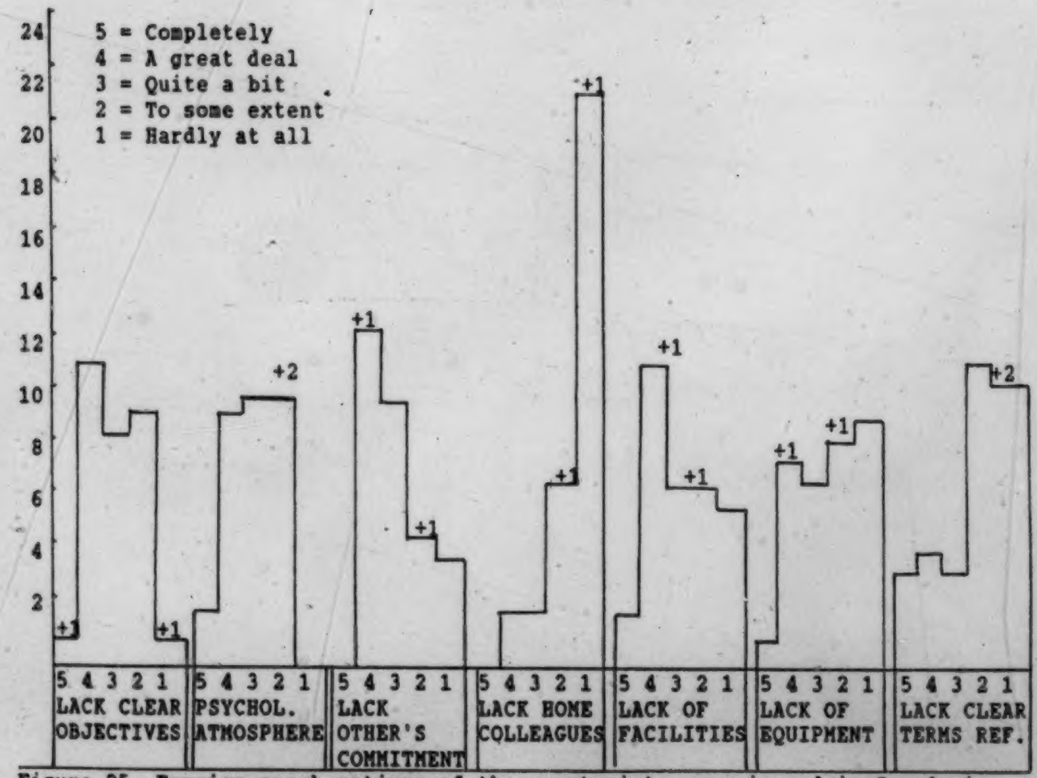

Figure 25. Foreign coach ratings of the constraints experienced in Canada in relation to their coaching effectiveness.

## FINDINGS

In Chapter I, the three purposes of this study were given. The first purpose was to describe 'culture shock' and identify its causes and this was done fully in Chapter IV. The writer considers culture shock to be an outward manifestation of inner turmoil produced by the upsetting of a human's 'bearings mechanism' and brought about by the impact of the 'new', the loss of the 'old', or by a combination of both. It may vary in intensity and/or duration from one person to another but progress through it and emergence from it form a natural process of human adjustment to disruption. Successful emergence from it can usually be recognised by increases in personal growth and cross-cultural understanding.

The second purpose was to assess the impact of the cross-cultural experience on the effectiveness of foreign coaches working in Canada. Numerous facets of the cross-cultural experience have been found to impact upon the foreign coach's effectiveness while overseas. These have been presented variously by the foreign coaches themselves, by their Canadian colleagues (athletes and co-coaches) and by other host nationals with whom the foreign coaches had contact (officials, administrators and members of the general public). Respondents from within these three categories have pointed to inter-cultural facets that can lead/have lead to problems, concerns, frustrations, irritations, needs, obstacles, barriers to, and constraints on, effectiveness. In some cases, all groups have indicated the same facet(s), in others, the facets identified are distinct to the viewpoint of one particular group of respondents. Those factors felt by the foreign coaches to impinge on their effectiveness are presented in Chapter V; those considered applicable by the foreign coaches' Canadian colleagues are given in the first half of Chapter VI while the feelings of the host national contacts in relation to this matter are described in the second half of Chapter VI. In addition, some broad general 'moderator' variables were considered and their impacts on cross-cultural effectiveness are shown immediately prior to this section.

The largest negative impact by far on effectiveness was exerted by the 'impact of the new' as revealed in the lack of advance preparation and training for the cross-cultural employment. This factor was mentioned over and over again, often in the context of strong feelings of concern and need. It was described as encompassing two major component areas for which detailed briefings were required - sport/work-orientated and culture/national-orientated. A comparison of Table 26, page 143; Table 42, page 176; and Table 55, page 205, clearly reveals the extent to which this factor is considered critical.

Other facets deserving of specific mention include:

- Language - particularly in the form of colloquialisms and sport jargon.
- Support mechanisms - particularly the absence of these in the post-arrival period.
- Use of expertise - mis-application of this or under-employment (See Ch. VIII, page 265).
- Personal qualities - need for pre-departure screening to identify those with high levels of IPS, open-mindedness and a desire to understand the foreign context.
- Time - in relation to seasonal sports and culture shock.

In an overwhelming number of answers, it was felt that action should be undertaken and information provided to counteract avoidable losses in effectiveness by the Canadian (homeland) sport associations/employers.

The third purpose of this research was to determine the qualities, knowledge and characteristics which, when possessed by a foreign coach best reduce the barriers to, and augment the success level of, the person's cross-cultural effectiveness. A large amount of data was gathered and was both personally content analysed and factor analysed by computer in order to obtain information that pertained to this purpose. The results of the various distinct analyses are presented in Chapters V (for foreign coaches) and VI (for all Canadian contacts). The first part of this chapter gives the results for the combined analyses undertaken. Some 20,000 items of data were involved in the preceding analyses. When the overall results are examined and interpreted, certain conclusions can be reached. The main findings to emerge from these numerous analyses are listed, amalgamated into groupings of related topics, in Table 79. It is quite clear that repetition is occurring, even though the wording may vary slightly. Present specifically in five of the six category columns is the dimension of Interpersonal Skills. Two other dimensions occur in four of the six category columns. The first of these refers to work-related facets that can be included in the term Professional Competency. The second relates to cross-cultural aspects in their many guises, all of which form part of Cross-cultural Interaction and Adjustment. Not included in the above groupings are certain Personal Qualities identified by respondents in all categories which are of interest in that they indicate characteristics which, when possessed by the foreign coach, augur well for success. The components of this fourth dimension are frankness, initiative, perseverance and assertiveness. Stating these in summary, then, gives the following listing:

Table 79
Comparison of opinions and categorical measures of effectiveness

| OPINIONS | | | CATEGORICAL MEASURES | | |
|---|---|---|---|---|---|
| FOREIGN COACHES | CANADIAN COLLEAGUES | HOST NATIONAL CONTACTS | FOREIGN COACHES | CANADIAN COLLEAGUES | HOST NATIONAL CONTACTS |
| 1. Work-related**<br>- opportunities<br>- technical competence<br>- counterpart<br>- recognition | 1. Work-related<br>- technical ability** and skills<br>- ability to communicate*<br>- knowledge of sport<br>- coaching/teaching skill<br>- dedicated | 1. Work-related<br>- technical skills*<br>- ability to teach<br>- communication skills<br>- commitment<br>- knowledge of sport<br>- common sense | 1. Interpersonal** harmony | 1. Frankness** | 1. Initiative and** perseverance |
| 2. Cross-cultural interaction<br>- host nation* athletes<br>- welcome and support | 2. Cross-cultural adjustment<br>- ability to communicate<br>- adaptability<br>- language<br>- understanding of lifestyle, people, etc.<br>- open-minded<br>- non-judgmental<br>- friendly | 2. Cross-cultural adjustment<br>- adaptability**<br>- communication skills<br>- friendliness<br>- language<br>- open-minded | 2 = Interpersonal* skills<br>2 = Intercultural* awareness and tolerance | 2. Interpersonal skills* | 2. Overall coaching ability* |
| 3. Satisfaction<br>- personal gain<br>- social aspects<br>- cultural aspects<br>- environmental aspects<br>- family benefits | 3. Interpersonal skills | | 3 = Frankness<br>3 = Interpersonal interest | 3. Assertiveness | 3. Interpersonal skills |
| 4. Interpersonal skills | | | | | |

** First-mentioned item of each category

* Second-mentioned item of each category

1. Interpersonal skills
2. Professional competency
3. Cross-cultural interaction and adjustment
4. Personal qualities

## DISCUSSION

Hawes and Kealey (1979) stated, when writing about the selection and training of foreign workers that "pure technical competence does not lead to success." They considered that, whenever possible, it is likely better to select candidates (coaches) with appropriate Interpersonal Skills as their study found that making contact is the first step of the individual towards success overseas, and individuals who hope to succeed must be made aware how to take that step. They acknowledged that the selection of candidates (coaches) is often limited by the availability of qualified manpower and suggested that an effective training program could help improve the qualifications of those selected, using 'qualifications' in terms of the capacity for intercultural effectiveness and transfer of skills.

Ruben, Askling and Kealey (1977) said that effectiveness was the impact of the foreign worker's culture shock, adjustment and satisfaction ON OTHER PEOPLE, especially host nationals. For cross-cultural success, there must be interaction between the foreign worker and the host nationals. Many researchers have suggested a definite relationship exists between the degree of contact and the satisfaction and adjustment achieved by the foreigner. In this context, Harari's 1974 suggestion that when personnel are selected for overseas work, their suitability to work with foreigners be considered a criterion.

This aspect is felt to be important by many overseas workers themselves. Ninety percent of those surveyed by Byrnes (1966) indicated that cultural sensitivity was more important than it was at home because communicating ideas while abroad was more important than performing specific tasks. These respondents felt the need for far greater interpersonal skills in order to function most effectively. Forming the first-mentioned dimension of this study, Interpersonal skills pervade all aspects of coaching; they are the essence of the occupation. From the analysis of the independent variables as given in Table 28, page 151, skills particularly important were those of flexibility (open-minded); respect (shows interest in others, compliments and acknowledges them); listening (can read others' suffering, sense feelings accurately, people bring problems); and relationship building (trustworthy, friendly). All these exhibited mean ratings of over '4' on a five-point scale.

In their 1979 CIDA study, Hawes and Kealey summarised their findings in relation to Interpersonal Skills as follows:

> Interpersonal Skills
>
> Interpersonal Skill is the capacity to relate effectively with others. The effective individual overseas is open to and interested in other people and their ideas. He is cooperative, friendly, respectful of others, and an attentive listener; in short, he is capable of building relationships through interpersonal trust. He is aware of cultural factors when living overseas, and takes them into account. He is calm and relaxed in stressful conditions. (He communicates well with his family.) However, the individual has a sense of self which he can express appropriately without disregard for others. He can be frank and outspoken, direct in his dealings with others. He asserts himself with confidence, is able to take the initiative and say what he feels. He is not afraid to take risks when necessary. Prior to departure, the individual overall expects the assignment to be a rewarding experience. He is realistic about the constraints, yet optimistic about success. (Hawes and Kealey, 1979: 166, 169)

This description could equally well summarise the findings of this research. Without doubt, while abroad, interpersonal skills are of paramount importance and the more of these a foreign coach possesses, the higher are the effectiveness and success rates that will be achieved.

The second overall dimension to emerge was that of Professional Competency. Technical competence and teaching ability were clearly indicated as being most significant in this regard being rated first and second by all categories of Canadian host national respondents. In her 1974 study for the OECD, Harari found these same two factors emerged as first and fourth after a series of interpersonal skills. She also referred to a study of British TAE's and here technical competence was ranked as the second most desirable quality (after adaptability). She found that these abilities were employed by 93% of her respondents to develop host nationals (i.e. athletes in this study) *and* in the training of counterparts (i.e. Canadian coaches). This second aspect was *not* evident from this research; in fact, it formed one of the major *requests* made by the foreign coaches' Canadian colleagues.

Canadian athletes and co-coaches indicated the importance of technical training (in courses), knowledge of the sport, playing experience, coaching experience, teaching skills and dedication (commitment to coaching). All these aspects had a mean rating of '3.6' or more on a five-point scale. Responses from host national officials and administrators corroborated the above.

Foreign coaches, by the very nature of their work, are involved in transferring skills to host nationals, especially to athletes. Hawes and Kealey presented a model of the dynamics of effective transfer of skills and knowledge in 1979 and it is reproduced here with permission as it is so relevant. Additions have been inserted by this writer where appropriate to the indications of the current study and to the coaching activity in particular. It is important to note that, unless the coach has the personal qualities and skills listed on the left, little potential for transfer exists and outcomes suffer.

Cross-cultural interaction and adjustment comprises the third dimension identified by this research. It is very difficult to separate these dimensions as obvious overlap and interaction occur between them in an occupation such as coaching. Hammer, Gudykunst and Wiseman (1978) found that ability to deal with psychological stress (along with the abilities to communicate and establish interpersonal relations) accounted for 72% of the variance in their data on abilities (required for work abroad). Abe and Wiseman (1983) found five factors accounting for 61% of their corresponding data. These included communication and the building of relationships but also specified the abilities to adjust to different cultures, to deal with different societal systems and to understand others. Harari (1974) found that an absence of racial prejudice and tact and understanding were qualities found desirable in the foreigner by 66% and 53% of her respondents respectively. Hawes and Kealey (1979) found that the host nationals they surveyed considered intercultural interaction as a critical component of effective transfer. They state:

> To communicate with someone effectively, one has to understand his point of view, his perspective of his world. To understand another perspective, it must be experienced. In other words, interaction with the local people is needed to appreciate their perspectives, needs, attitudes, and beliefs, and to effectively transfer skills. (Hawes and Kealey, 1979: 177)

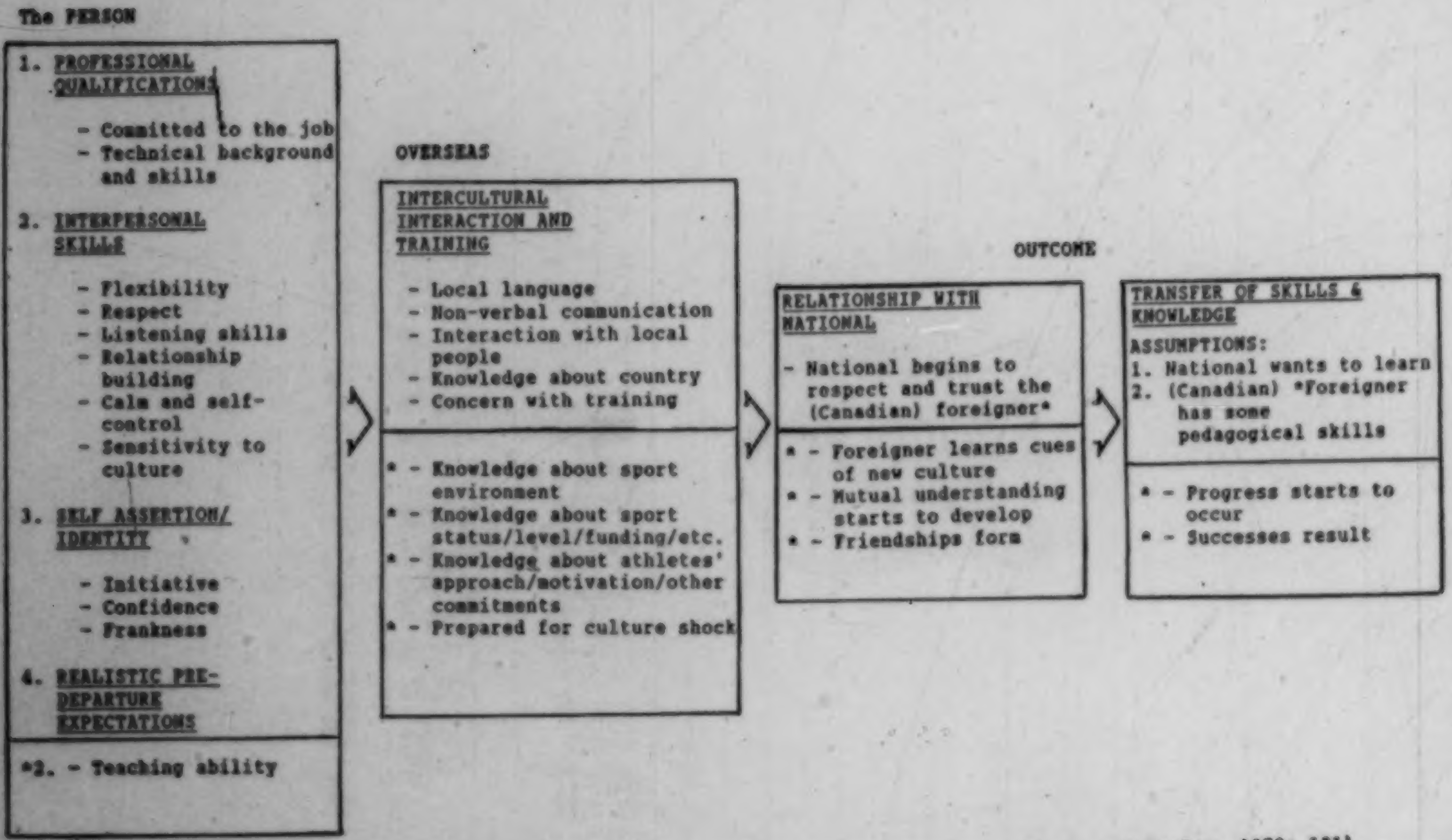
The PERSON
1. PROFESSIONAL QUALIFICATIONS
- Committed to the job
- Technical background and skills
2. INTERPERSONAL SKILLS
- Flexibility
- Respect
- Listening skills
- Relationship building
- Calm and self-control
- Sensitivity to culture
3. SELF ASSERTION/ IDENTITY
- Initiative
- Confidence
- Frankness
4. REALISTIC PRE-DEPARTURE EXPECTATIONS
*2. - Teaching ability
OVERSEAS
INTERCULTURAL INTERACTION AND TRAINING
- Local language
- Non-verbal communication
- Interaction with local people
- Knowledge about country
- Concern with training
* - Knowledge about sport environment
* - Knowledge about sport status/level/funding/etc.
* - Knowledge about athletes' approach/motivation/other commitments
* - Prepared for culture shock
OUTCOME
RELATIONSHIP WITH NATIONAL
- National begins to respect and trust the (Canadian) foreigner*
* - Foreigner learns cues of new culture
* - Mutual understanding starts to develop
* - Friendships form
TRANSFER OF SKILLS & KNOWLEDGE
ASSUMPTIONS:
1. National wants to learn
2. (Canadian) *Foreigner has some pedagogical skills
* - Progress starts to occur
* - Successes result

Figure 26. The dynamics of effective cross-cultural knowledge and skills transfer. (Hawes and Kealey, 1979: 181). Reproduced with permission. *Amended or added by this writer.

These authors considered 'intercultural interaction' to include interaction and friendship with local people; knowledge of the local language; use of gestures and non-verbal communication; factual knowledge about the country; and concern with training. The current research found that the first four of these factors were reflected in this study. Ratings by Canadian colleagues and other host nationals were all '3.4' or above on a five-point scale. Only administrators were asked about the foreign coach's concern with training Canadians; their rating was '3.4' for this aspect, again on a five-point scale. Respondents to the present study also indicated that interest in Canada and tourism was a part of this dimension, colleagues giving it a rating of 4.18 and the other host nationals a rating of 4.25.

When adjustment is considered, the results for the foreign coaches, rated on five-point scales, showed the means and standard deviations detailed in Table 80.

Table 80
Adjustment of the foreign coach and family

| SUBJECT | RATER | MEAN | SD |
|---|---|---|---|
| Foreign coach | Foreign coaches | 4.31 | .69 |
| | Canadian colleagues | 4.38 | .88 |
| | Host nationals | | |
| | Officials | 4.08 | .79 |
| | Administrators | 4.26 | .70 |
| | General Public | 4.78 | .41 |
| Foreign coach's family | Foreign coaches | 4.3 | .49 |
| | Canadian colleagues | 4.19 | .92 |
| | Host nationals | | |
| | General public | 4.53 | .51 |

Adjustment involves both the personal aspects, indicated by happiness and satisfaction, and environmental aspects, indicated by easy and effective daily functioning in the new culture. Such comfortable functioning stems from the degree of ease of adjustment to Canadian (host nation) manners/morals; acceptance of Canadian (host nation) customs; feeling 'different' and/or 'superior'; and the engaging in enjoyable Canadian (host nation) activities. Means calculated on five-point scales for all categories of respondents revealed a rating of '3.4' or above in each of the above aspects except for 'feeling different/superior' where the ratings were '2.3' and '1.4' respectively. It would appear that the majority of foreign coaches coming to Canada adjust well. It is apparent that two out of three of them (62%) spend the majority of their leisure time, when not with their families (if applicable), with Canadians. This is a most favourable state of affairs, extremely desirable and very conducive to success abroad.

The fourth and final dimension to emerge from this study concerns the personal qualities which, when possessed by the foreigner, tend to predict potential success. Some qualities are related more specifically to interpersonal skills, some to job performance, some to interculturalism and some pervade all facets. Some have already been mentioned, for example, trustworthiness, friendliness, dedication, perseverance and initiative. Others are not surprising in view of the very exciting nature of a cross-cultural move for employment and, often, an extended stay. These include self-confidence, self-control under stress, tolerance, objectivity and non-judgmentalness and, in common with the findings of the CIDA study, frankness. This last quality was positively related to success by the foreign coaches themselves, the athletes and by other host nationals and had a mean on the various five-point scales of not less than '2.9'. Hawes and Kealey (1979) concluded that, as long as the other interpersonal skills were present, host nationals preferred and respected genuineness and an absence of deviousness in the foreigner in their midst.

## CONCLUSION

The four broad dimensions identified cannot be considered in isolation. They form parts of a composite picture of the individual effective overseas. The potential for maximum success lies where the four dimensions overlap in an individual and this is shown diagrammatically in Figure 27. Some attempt has been made to indicate variances in the importance of the component dimensions by giving the boxes different sizes. However, these sizes are merely suggestions; they are not derived from any empirical measurements, nor are they absolute constants. Environmental and cultural incompatabilities or compatabilities between a coach of any one background and athletes of any other background may well influence the proportions shown in the figure. What _is_ definite, however, is that, theoretically, all these dimensions need to be present and all need to overlap to create maximum overseas effectiveness.

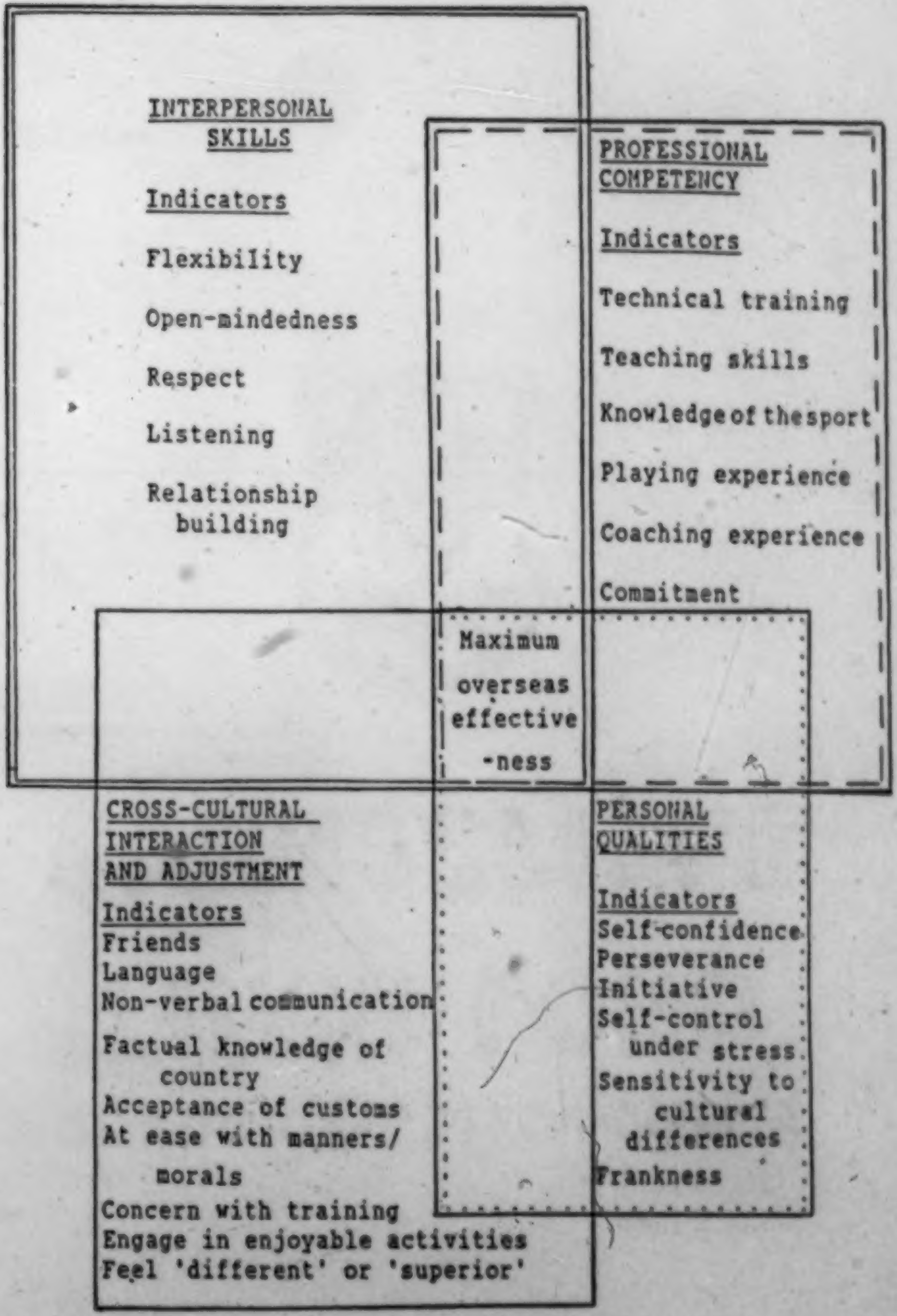
INTERPERSONAL SKILLS
Indicators
Flexibility
Open-mindedness
Respect
Listening
Relationship building
PROFESSIONAL COMPETENCY
Indicators
Technical training
Teaching skills
Knowledge of the sport
Playing experience
Coaching experience
Commitment
Maximum overseas effectiveness
CROSS-CULTURAL INTERACTION AND ADJUSTMENT
Indicators
Friends
Language
Non-verbal communication
Factual knowledge of country
Acceptance of customs
At ease with manners/ morals
Concern with training
Engage in enjoyable activities
Feel 'different' or 'superior'
PERSONAL QUALITIES
Indicators
Self-confidence
Perseverance
Initiative
Self-control under stress
Sensitivity to cultural differences
Frankness

Figure 27. The concept of overseas effectiveness.

# CHAPTER VIII

## IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

### INTRODUCTION

> The best way to cope with culture shock is to be prepared for it. There are people who suffer through severe culture shock because they have entered the country with little or no awareness of their own needs, and often very unrealistic expectations of what awaits them in the new culture. The decision to go ... may have been made without much thought, and/or without fitting it into one's long-term life goals. (Kealey, 1978:52)

> ... the probability of successful accomplishment is greatest when a friendly, secure individual, not distressed by the possibility of change, is operating in a well-structured situation about which he has been given adequate information beforehand. (Byrnes, 1966:107, from King and Driver[1], 1964)

These two quotations, with their foci on culture shock and effectiveness respectively, bring the final part of this current study into sharp relief for it is precisely these two aspects that have been under investigation. The results of this examination have been detailed in the preceding chapters. The implications of the findings for Canadian sports bodies of all levels, as well as for similar organisations in countries around the world, are considerable. These implications for athlete and sport development are of particular significance when one realises that, from just the small sample involved in this research, just under half the coaches are working primarily with elite athletes while half are working dominantly with athletes of all levels in Canada. Many of these coaches are of 'master coach' status.

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1. King, Wendell and Edwin D. Driver, *Report on a Retrieval Study of the Professional Person Overseas*. Amherst: Department of Sociology and Anthropology, University of Massachusetts, July 1964.

It is under these very circumstances that experts are moved across national and cultural borders, often for short periods of high-intensity work. It is also under these very circumstances that high-level expectations of almost instant 'gold medal' success exist and superior effectiveness is demanded or assumed with no thought being given to possible cross-cultural barriers. Further, it is under these very circumstances that a shortage of advance information and a lack of cross-cultural preparation are evident, mitigating against the success, the very intent, of these international movements of expert personnel.

There is a cry to be heard coming from the heart of many coaches (and athletes). It is for appropriate sport and cultural advance information of great detail and relevancy to be made available and for support mechanisms and cross-cultural training workshops to be established. These provisions would enhance the benefits, raise the immediate effectiveness levels, promote the development of the sport and produce the 'gold medal' experiences and achievements desired as results of the cross-cultural movement of coaches (and athletes). Awareness of the nature of culture shock and preparation for it, with both the foreign coaches and the recipient host national athletes/coaches, should form integral parts of all pre-departure and post-arrival briefings.

## IMPLICATIONS

Coaching associations, national and provincial sport bodies, sport councils, government recreation/sport/leisure ministries and departments, municipal groups, clubs and any other institutions and individuals involved with the provision, promotion and development of sport should find this document both stimulating and disturbing. The stimulation stems from the successes, enthusiasm and involvement already evident. The disturbances are caused by the realisation of how much more can so easily be done to markedly increase the effectiveness within cross-cultural coaching transactions but that is not being done at present. The majority of those already taking part in situations involving foreign coaches are 'happy' with them and would voluntarily repeat their experiences. However, many facts and statements have emerged that qualify this 'happiness' and these warrant attention and action.

## Implications for the employer

The study shows that there is a definite lack of briefing for the cross-cultural experience. Of the coaches surveyed, 78% had received no briefing at all and, of the few who had been briefed, only one had received this information from a Canadian source; this in spite of the fact that 77.2% of the Canadian athletes and co-coaches and 83.4% of the other Canadian contacts felt this information should be given by Canadian sources. The impact of such a lack of briefing on effectiveness is considerable. Grove and Torbiörn (1985) examined the effect of culture shock on a well-adjusted person, as shown in Figures 13 and 12, pages 72 and 68 respectively. They also examined the results of intercultural training on a well-adjusted person's applicability and clarity (mental frame of reference). Their findings are shown in Figures 28 and 29. It can be seen that with training for the cross-cultural move, applicability starts at a higher level, indicating that upon arrival, the prepared person's behaviour is already more appropriate to the new environment than is that of an untrained person.

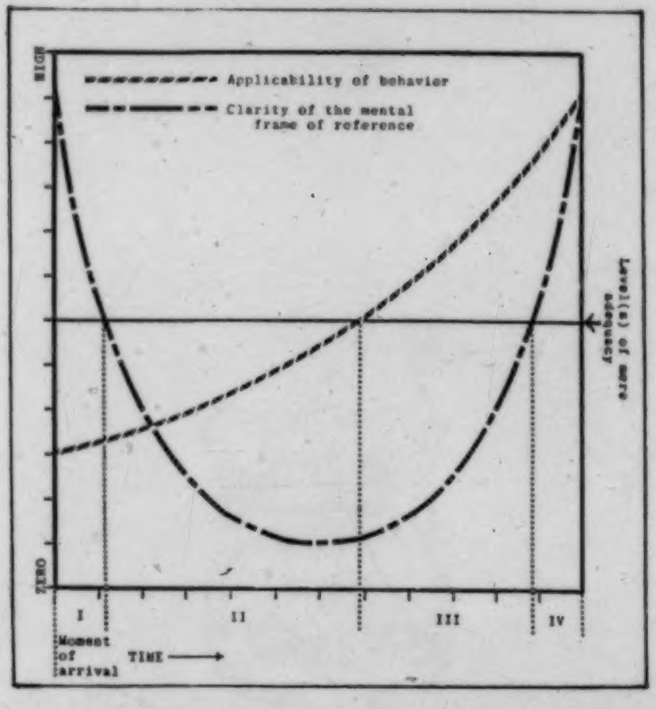

Figure 28. The person in a highly unfamiliar environment with his or her applicability markedly improved through intercultural training. (Grove and Torbiörn, 1985: 218). Reproduced with permission.

The curve of applicability line indicates also that a prepared individual picks up new cues more quickly and thus becomes 'in tune' with the new culture more rapidly. The culture shock stage has been shortened, an event of major significance to seasonal sports. Increased effectiveness, therefore, also occurs sooner, especially vital again to seasonal activities.

When the impact of briefing/preparation/training was considered in relation to clarity (mental frame of reference), three improvements were evident. From Figure 29, it can be seen that the level of clarity upon arrival is lower than that of the untrained person. This means that one's monocultural ethnocentrism is not as intense, thus rendering the person initially more aware that the functioning of the new society operates from different bases.

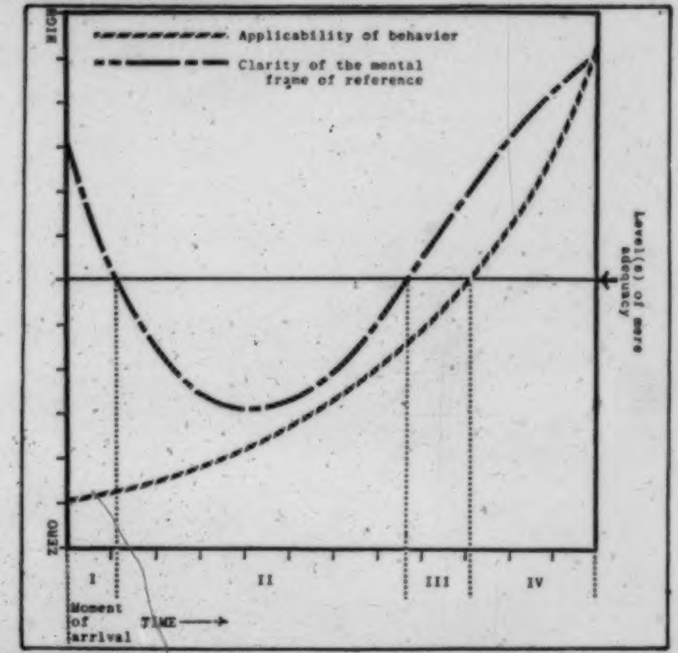

Figure 29. The person in a highly unfamiliar environment with his or her clarity markedly improved through intercultural training. (Grove and Torbiörn, 1985: 219). Reproduced with permission.

In addition, the 'dip' into culture shock is not as marked, showing that preparation can further diminish the impact of this difficult phase. The 'downturn' also occurs earlier in the person's stay producing an earlier re-structuring of one's confidence, thus shortening the length of the culture shock stage. The resultant situation is one of overall gain for coach, athlete, employer and sport.

Canadian colleagues and athletes indicated as their major reason for not repeating the cross-cultural experience cultural differences that produce clashes or resentment and which inhibit learning. Adequate briefing could certainly alleviate these aspects, thereby making the experience more beneficial for everyone. Certainly many of the problems mentioned by athletes, pages 178-80, could be reduced. Officials, administrators and members of the general public all indicated a need for adequate preparation and follow-up after arrival (pages 206-7). Where a foreign coach is brought in for a period of two or three weeks, or where such an expert is hired for a year or two on contract, culture shock can be largely avoided or overcome. However, where a coach is employed by an association for a season, particularly where the season is of a two- to six-month duration, it should be appreciated that the full force of culture shock will be almost all that is felt by the coach. If this is compounded by a lack of preparedness, the effectiveness level may well be far below that possible or desired.

## Implications for those within the coaching situation

Only 25% of the coaches who responded considered themselves to be more effective immediately upon their arrival in Canada than they were in their homelands just prior to departure. Some attributed this to the challenges and new opportunities presented in Canada but others attributed their apparent increased effectiveness to low standards and levels of achievement here. The amount needing to be done required them to perform at a higher level. Conversely, of the half who felt they were less effective, half of those indicated that the poor state of their sport in Canada was the reason why they did not achieve as much as they expected or wished. Many did not realise they would have to teach basics or motivate 'from the ground up', evidence of the mis-application of their expertise. It appears that, whatever the level of initial effectiveness, lack of knowledge of what to expect with regard to their sport here has a direct bearing on the coaches' performances.

Inadequate job descriptions also impinged negatively on their productivity.

From opinions expressed by those within and without the coaching situation, as detailed particularly on pages 175-6, 178-80 and 205-7, it is evident that every category of person surveyed sees a need for the better provision of advance sport preparation, where none exists, and for better preparation in the few instances where some briefing occurs. Implied in all the expressed opinions are unnecessary problems on the job, avoidable time wastages, unwarranted stress and frustration levels and preventable losses of effectiveness. This lack of advance knowledge and preparation should be a cause for great concern to sports associations in Canada. It is certainly causing concern among the coaches themselves, see Table 26, page 143. Requests for information on the Canadian sport environment accounted for 75% of the pre-departure briefing needs; work-related aspects also made up 41% of the expressed needs after arrival in Canada.

Implications for people

Definitely causing stress to the foreign coach after arrival, and representing 53% of the expressed needs, was the lack of support mechanisms to help with the settling-in processes and to aid in the cross-cultural transition. Even before departure, the foreign coaches showed a concern about the lack of information on the Canadian environment, way of life and colloquial vocabulary that amounted to 25% of their expressed needs. Stress was produced after arrival by the absence of enough accuracy, precision and detail in job descriptions; by the absence of clear objectives; and by inadequate recognition of their

Homeland qualifications. Ninety-four percent indicated that poor job descriptions acted as a constraint on their effectiveness to some degree. Inadequate recognition of their qualifications was sometimes viewed as an affront; or caused the coach to feel unwelcome or unappreciated; or produced irritation - all avoidable and all counter-productive in that they diminish effectiveness.

Personal stress to the incoming foreigner needs to be foreseen and minimised. One way to achieve this is to improve the selection of the overseas personnel who are brought in to coach in Canada. Certain cultural and national characteristics can be catered for in advance, such as the differences in philosophy between peoples from Asia and North Americans, between East and West. It would appear from this limited work that chafing is likely to occur between Canadian athletes and their ways and the approaches of coaches of Germanic and Nordic origins - and perhaps others which further research might reveal. Selection procedures need to consider such matters. A top 'master' coach at home may be nowhere near as effective in another culture with Canadian athletes; equally, a Canadian coach or athlete sent abroad will perform better in some foreign cultures than in others. Careful selection and placement are necessary. Hawes and Kealey (1979) considered the matter of effectiveness overseas in great detail and they summarised their findings in the model shown earlier in Figure 26. This writer's additions are given below each box.

Information gathered before an invitation is issued, or an interview held, should include details about the person's attributes as these relate to the factors generally found to predict or be linked to overseas success. A selection of these as found by various researchers is given in Table 13, page 100-1. Myers also indicates those found to be applicable to teaching (i.e. coaching) on pages 122-3. Personal qualities found by Kealey and Ruben (1983) to be conducive to success are indicated in Figure 20, page 111, Table 15, page 115 and Figure 22, page 116. Harari (1974) recommended that employers should look for open-mindedness and a desire in a person to understand the foreign context just as much as they look for a person's qualifications. The application of such assessments pre-hiring and pre-arrival would reduce the number of cross-culturally stressed coaches in Canada. Stress to the person could and should also be reduced by adequate preparation of the recipient athletes and host national co-coaches. The coaching process and cross-cultural work both involve two-way interaction. Some athletes and co-coaches did not seem to realise the second situation was important - or even existed! If neither party is prepared, maximum loss of effectiveness will probably occur. Preparation of one party somewhat reduces the loss potential; training and briefing of both parties offers the best scenario for the achievement of the greatest effectiveness and benefit.

## Implications in general

Certain barriers to effectiveness have been identified by the respondents in this study. The foreign coaches have indicated that lack of clear or realistic job objectives, lack of commitment by others (in this case, host nationals), lack of equipment and, to a lesser extent, of facilities and, in some instances, a stressful atmosphere at work impinge upon their effectiveness. They also mentioned, enough times to warrant action, the need for more accurate and detailed job descriptions and for post-arrival support mechanisms. There was not one coach who failed to mention at least one of these 'barriers' to their effectiveness, just as there was not one coach who found no obstacles envisaged or experienced, impinging on them in Canada. Since most, if not all, of these items are ones that can be changed for the better by advance preparation, greater fore-thought and positive action, those concerned with the development of sport through cross-cultural means should address them.

Technical experts in any field are often 'finely tuned' in their specialisations and areas of expertise. They need to be carefully placed in order to achieve maximum benefits (Harari, 1974). Almost all the foreign coaches surveyed were working with athletes, either just the elite ones or with ones of all levels. When asked to give their main area(s) of specialisation and training, 60% of these foreign coaches listed the training of coaches/officials and administration of the sport as major facets of their expertise. Only 6% indicated that they were actually using these areas of their expertise in their work in Canada. The waste is evident. When set against the oft-repeated request that foreign coaches at least train (even be required to train) Canadian coaches, there is great under-employment apparent. A vast untapped potential awaits exploitation.

One good aspect evident, which must be maintained, and increased, is that some 85% of the foreign coaches are working with Canadian counterparts. Harari's OECD and Hawes and Kealey's CIDA studies both found that contacts with local people reduce the severity and duration of culture shock by facilitating the more rapid learning of cues appropriate to the new environment. Such contacts also help overcome barriers and obstacles, as mentioned above, by more successful adaptation of the specialists' expertise and knowledge. Greater success, sport development and all round intercultural benefits accrue more rapidly under such circumstances. Employers should ensure that, wherever possible, Canadian coaches work with the foreign coaches in some capacity. They should avoid having two foreign coaches working together.

One intent of this study is that it have widespread generalisation and usefulness. The writer feels that the findings and implications may be applicable in other countries also. Where Canadian coaches and athletes are sent to other countries, as experts or for specialised training, the findings of the current research could form the basis of the pre-departure preparation of such individuals.

## RECOMMENDATIONS

There are many recommendations that come to the author's mind as a result of this research but only the major ones will be given here. These fall under three categories, academic, sport and personnel training.

### Academic

Universities, governments, coaching and sport associations and others need to undertake more research into this topic. The present study should be replicated in many countries and on a much more far-reaching scale. Ideally, longitudinal studies should be undertaken, then the predictor variables really would be 'predictive'. Such studies would do well to gather data pre-departure and after four months, eight months and one year abroad.

Different categories of coach warrant study, for example, those with less than one year, or three years, abroad; those at national or provincial or municipal/club levels only; those working with homeland counterparts compared to those working alone; those in certain sport-related groupings, such as winter sports or water sports; and those in sports with a six-month season. Compatability studies should be undertaken involving coaches from certain geographical areas or cultural origins. These last-mentioned undertakings could perhaps seek to identify potential (or actual) clashes when the coaches are placed in juxtaposition with North American geographic and cultural realities. Further studies could seek ways to overcome such clashes, thus increasing the benefits of cross-cultural interaction for Canadians. Such research need not be limited to coaches of course; it can be directed equally well at athletes or administrators and, perhaps, even at officials. Barriers to effective cross-cultural functioning can be identified and examined and tolerance levels can be explored to find the thresholds - by culture and within different circumstances, such as social or professional ones. There is a definite need for detailed research into cues. Cues are the key to success abroad but little seems to be known about them. Are some more important than others? Are some more important early in the foreigner's stay and some later? Can they be taught in briefing sessions and, if so, how? The answers to such questions are urgently needed.

### Sport

Each sport association involved with the cross-cultural movement of personnel should examine its own needs and determine its expectations and uses of foreign coaches. Booklets need to be designed and produced detailing the status of the sport, the levels existing in the country, competition information, funding aspects, equipment and facilities, aims, and athlete expectations and commitments outside sport. Each sport should draw up pamphlets of terminology and jargon, as well as of the Canadian colloquialisms and idioms related to it - the language that makes sense to the homeland athlete. At future dates, as needed, these small handouts could be translated into the language of an incoming foreign coach or 'matched' with the foreigner's own idioms.

Personnel training

Gudykunst, Wiseman and Hammer gave the aims of intercultural training thus:

> It is the current writers' contention that one of the objectives of cross-cultural training is, in fact, attitude change. In addition, the aims of cross-cultural training should include: (1) helping the sojourner develop a third-culture perspective for evaluating intercultural interactions, (2) helping the sojourner assess his or her intercultural communication (interaction) behavior, and (3) teaching the sojourner the behavioral skills that will help them more effectively function in the host culture. (For an outline of a training program designed to meet these objectives, see Gudykunst, Hammer, and Wiseman, 1976.) (1977: 418)

Existing methods should be collated and examined. The relevant parts should be turned into training manuals for coaches and athletes. Sport associations could well tap into sources with some expertise in cross-cultural preparation for work situations, such as CIDA (Ottawa-Hull), SIETAR (Washington D.C.), OECD (Paris), Centre for Cross-cultural Training and Research (Honolulu) and the YMCA to obtain materials and methods already in existence. Sport-orientated equivalents should be developed for incoming foreign coaches, recipient homeland athletes and coaches and out-going host nation athletes and coaches.

A system of clinics and workshops should be established to meet the various needs, as well as reception and support mechanisms directed specifically at the foreign coach. Special provisions such as early arrival need to be made for those coaches whose stay abroad is between two and six months to counteract culture shock as much as possible. Harari (1974) stressed the need for on-going, continuous training to prepare people for the ambiguities of role and for the changing difficulties, stresses and strains to be expected as the culture shock stage is traversed.

It is hoped that this short list of recommendations leads others to find inspiration in, and applications of, this work. It is also hoped that others will expand upon it in various ways. Doubtless the reader will be able to identify other areas of research and use.

## CONCLUSION

Chamberlain (1983) quoted Wohl as saying that it is possible with the help of questionnaires to catch "certain world outlooks, cultural attitudes, the values accepted by people as well as the norms of co-existence, styles of living, aspirations..." From the answers of the 140 respondents in this study, it is quite apparent that the large majority consider the cross-cultural movement of coaches to be beneficial and feel that it should continue. They were happy with the experience and would voluntarily repeat it in spite of the virtual absence of any cross-cultural briefing.

The type of person most likely to be successful overseas was described in Figure 22, page 116. This person, when a coach, exhibits the qualities described in that figure while under the influence of the multi-cultural sport factors shown here in Figure 30. The coaches

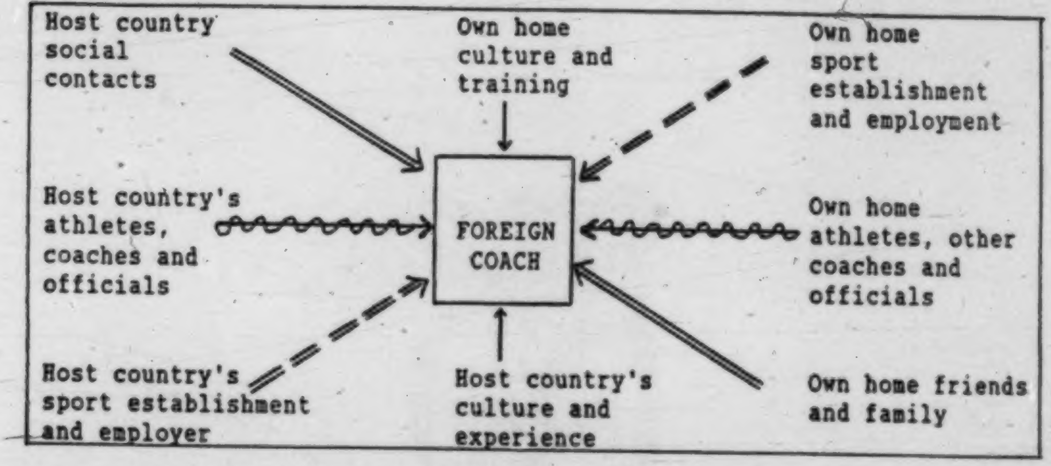
Host country social contacts
Own home culture and training
Own home sport establishment and employment
Host country's athletes, coaches and officials
FOREIGN COACH
Own home athletes, other coaches and officials
Host country's sport establishment and employer
Host country's culture and experience
Own home friends and family

Figure 30. Factors affecting the foreign coach abroad.

who achieve this combination will almost certainly be effective. Oliver[1] (1962) said:

> If we would communicate across cultural barriers, we must learn what to say and how to say it in terms of the expectations and predispositions of those we want to listen. (1962: 154).

The concept of overseas effectiveness was clearly shown earlier in Figure 26, page 251, with slight amendments by this author. The findings of this study (Chapter VII) indicate the same composite to be true for coaching. More, however, is needed if sport is to succeed in its avowed aim of increasing international understanding. The foreign coach often has a central role to fill as sport tries to bridge racial gaps. As Lord Killanin and John Rodda (1974) said in relation to the Olympic movement but equally valid for any cross-cultural sporting contact, the aim is to subjugate our own beliefs, friends, enemies in fellowship, peace and friendship through sport. They went on to say that if this is not accomplished, all sport, whether amateur or professional, is doomed and that we will retreat into barbarism instead of progressing towards common ideals. Bruce Kidd, Chairman of the Olympic Academy of Canada, echoed these remarks in his article in the Calgary Herald on February 13, 1988, in connection with the XV Olympic Winter Games. Many of the sentiments he so recently expressed are equally valid for international sport in general and are given below to conclude this work. Perhaps, in 1989, the 'Year of the Coach', developments along the lines outlined in this study will occur and will produce 'one step more' on the way to a better world through the auspices of cross-cultural sport.

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[1] Oliver, Robert T. *Culture and Communication*. Springfield, Ill: Charles C. Thomas, 1962.

> Founder Pierre de Coubertin established the modern Games as the focal point for a social movement that would help make the world a better place by propagating the humanitarian philosophy of Olympism and broad educational practices.
>
> It is this explicit pursuit of social values - in its official statements, its inspiring Opening and Closing Ceremonies, its debates over eligibility and fair play, its cultural and technical aid programs - which gives the Olympic Movement its unique character....
>
> It quite properly abandoned the belief in the moral superiority of self-financed play in 1974, but it seems to have forgotten another tenet of amateurism which is more relevant than ever before - the emphasis upon intrinsic learning through sports, best expressed in Coubertin's motto: "The most important thing is less to win than to take part."...
>
> Intercultural Ignorance: One of the Olympic Movement's most fervent hopes is that international sport will enhance international understanding; that in the process of playing together, the peoples of the world will learn to understand each other better and, as a result, put pressure on their leaders to resolve conflict peacefully.
>
> The importance of bringing representatives of so many different cultures together at the Olympics cannot be overestimated. It's unprecedented in human history. But whether they learn much beyond the superficial is not very clear.

In Calgary, the Games have inspired several imaginative efforts to cross cultural barriers (such as the Adopt-a-Parent program) and I expect the parties each evening on the Olympic Plaza will spark many new friendships....

Ensuring that genuine intercultural exchange occurs through the Olympics requires a much more effective effort.

Although it would require a major selling job to performance-preoccupied delegations, the IOC could encourage more formal opportunities for cross-cultural learning in the Olympic Village, as it does each year at its International Olympic Academy.

It should also require the networks to provide much more coverage of the cultural aspects of the Games.

Gender Inequality: Like most modern sports, the Olympic Games were designed to be a male preserve. Women had to start their own multi-sport international games (the Women's World Games of the 1920s and 1930s) before the IOC would pay them any attention.

(While) the IOC now acknowledges the need for improvement,...

Moving to gender equality is not beyond the IOC's powers. It could, for example, give first priority to new events for females and publicly encourage or even require every national Olympic committee to include female athletes and coaches. It has been estimated that if every retiring member were replaced by a female, parity could be reached within 10 years....

Global Inequality: ...The IOC has tried to reduce the disparities by subsidizing travel and accommodation at the Games, conducting an international technical assistance program known as Olympic Solidarity and encouraging the development of regional games where competitors can be more evenly matched. The newest of these is the Small Nations' Games for European countries with less than one million population, to be held for the first time next year in Cyprus....

Amoral Universalism: Each of the above questions assumes the IOC has a moral responsibility to act, in keeping with its stated ambition to be more than sports impresarios....

... on more than one occasion, the IOC has shown strong moral leadership. It was the first major international sports organization to outlaw apartheid-practising South Africa, excluding it from competition as early as 1964,...

The IOC now commands more leverage than ever before. Every major national community in the world is a member. The case of the two Koreas - which do not officially talk to each other except through the IOC - demonstrates the Games can draw even the most bitterly divided to the table.

If the IOC began to take tougher positions on the moral issues which swirl around Olympic sports, or made a greater effort to have the Games staged in a manner consistent with human rights, would cities and countries stop bidding and teams stay away? Not likely....

Is the glass half-full or half-empty?

> The Olympic Movement has generally been a force for good, but it falls short of its most deeply held aspirations.
>
> Researchers tell us the vast audience for the Olympic Games is radically different from that for any other sporting event, suggesting that one of the reasons is its unashamed evocation of ethical values.... (Page OB5)

Kidd stated that the "gleam from the medals can blind us to Games cross-cultural opportunities." In the shrinking globe of the late twentieth century with its challenges and conflicts that, wherever these occur, affect everyone, the opportunities provided by any and all international sporting contacts for the building of better cross-cultural understanding are great. Let us not allow these ever to pass us by.

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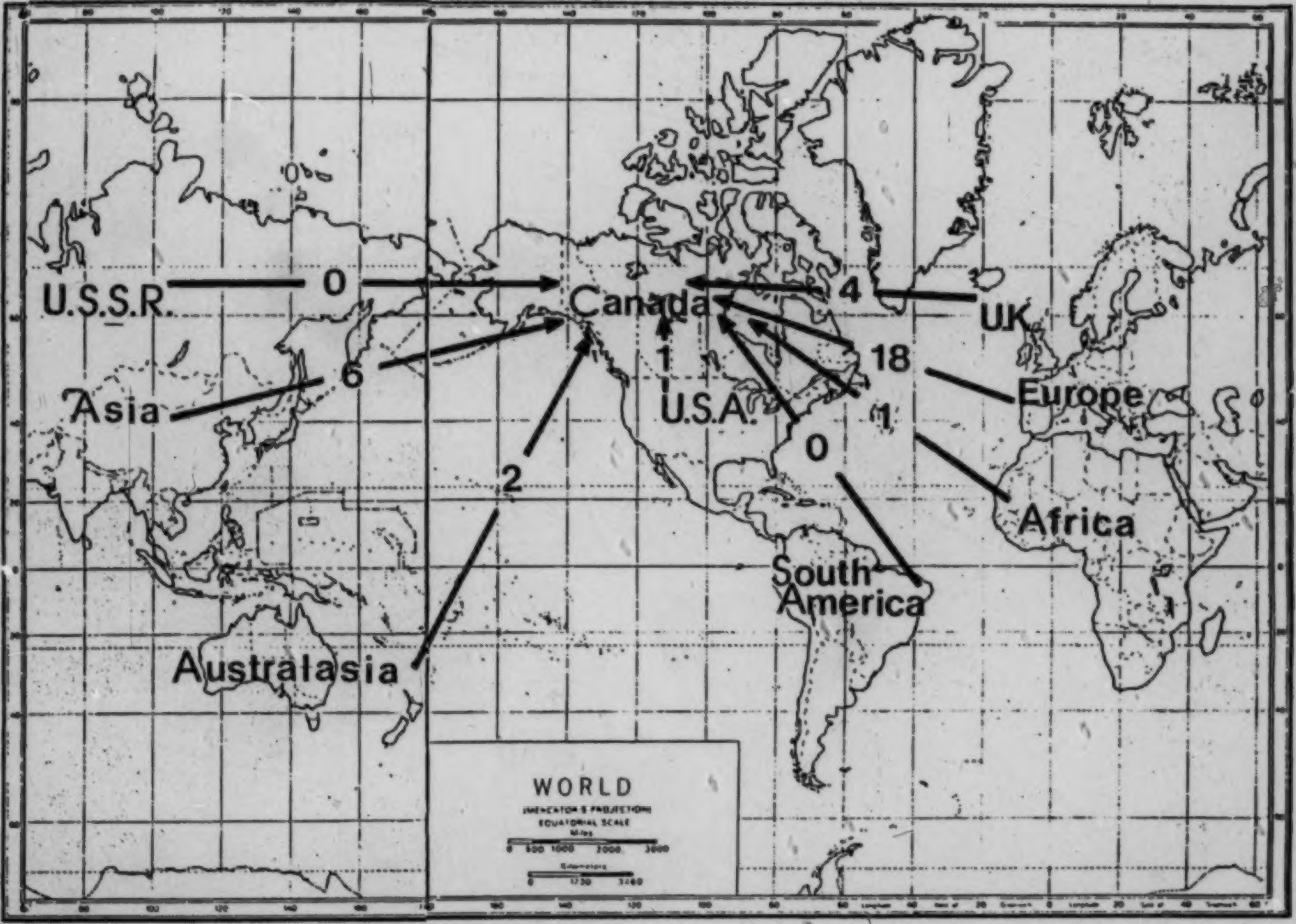
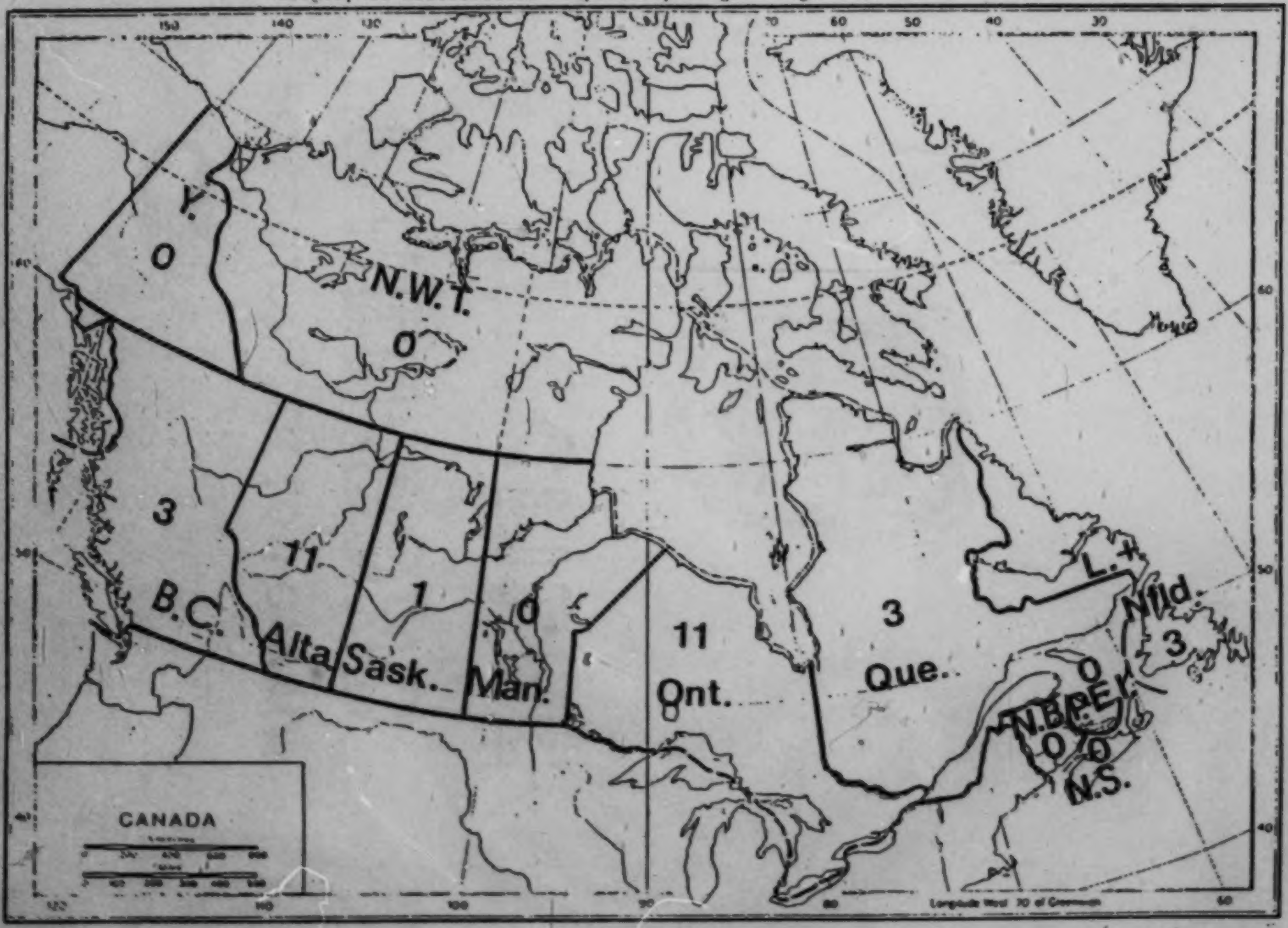
## APPENDIX I

## Continental origins of participating foreign coaches


U.S.S.R.
0
Canada
4
U.K.
Asia
6
1
U.S.A.
18
Europe
1
Africa
0
2
South America
Australasia
WORLD
MERCATOR'S PROJECTION
EQUATORIAL SCALE
Miles
0 500 1000 2000 3000
Kilometers
0 1730 3460

## APPENDIX II

Geographic distribution of participating foreign coaches in Canada


Y.
0
N.W.T.
0
3
B.C.
11
Alta.
1
Sask.
0
Man.
11
Ont.
3
Que.
L. +
Nfld.
3
0
P.E.I.
N.B.
0
0
N.S.
CANADA

# APPENDIX III
## Foreign Coaches' Questionnaire

THE UNIVERSITY OF ALBERTA

FACULTY OF PHYSICAL EDUCATION
AND RECREATION

Department of Recreation and Leisure Studies
EDMONTON, ALBERTA, CANADA [illegible]

Please reply to:
General Delivery,
2126 19th. Avenue,
DIDSBURY,
Alberta, TOM OWO.

Dear

I have been given your name by ______________________ of ______________________, who identified you as a person of foreign origin and/or foreign training now coaching in Canada. I am currently engaged in research for my M.A. in Recreation Administration. My thesis topic is concerned with the impacts of "culture shock" (initial crocs-cultural experiences) on coaching effectiveness. Ultimately, I hope to produce findings that will be of value to sport associations, enabling them to send and receive coaches who are well prepared for, and who are more effective in, cross-cultural situations.

As peoples of the world mix more and more, it is inevitable that cross-cultural experiences will occur more frequently in sport, affecting local community immigrant participants and volunteer coaches as well as elite athletes and master coaches. As sport is a vehicle through which understanding and goodwill can be transmitted internationally, the more we can learn about foreign coaches and their experiences, backgrounds and attitudes, the easier it will be for sports associations to maximise the benefits of cross-cultural situations for our athletes, for sport and international relations.

Like yourself, I am concerned that cross-cultural coaching is a pleasant, effective and successful activity. However, Canadians know relatively little about the foreign individuals who are coaching here. I have constructed a "Questionnaire Package" containing many questions designed to identify the qualities, expertise and benefits such coaches bring to Canadian athletes and to sport in general. Some questions will draw out any concerns foreign coaches may have, which can then be eased by Canadians, enhancing the cross-cultural experiences for all involved.

-2-

I am writing to ask if you will help in this nationwide survey in two ways? First, your personal participation would be much appreciated. This would involve approximately 1½ hrs. of your time to complete a Foreign Coach's Questionnaire (blue) in May. Your responses will form a vital and very valuable part of this survey. Secondly, your help would be needed simply to give out the other questionnaires in the Package to people with whom you have contact. Like your own, every questionnaire contains a stamped, addressed envelope for direct mail-back to myself, so no collecting is required. These other questionnaires are for people who are CANADIAN-BORN and are to be given out as follows:

1 (green) for your employer (or an administrator who knows your work)
1 (orange) for an official who has refereed your athletes
2 (pink) for friends or neighbours
• 1 (yellow) for a Canadian coach who works with you
3 (yellow) for athletes whom you coach (male and female if possible)
• If you do not work with a Canadian coach, please give out questionnaires to 4 athletes.

All replies will be kept completely confidential and answers will be reduced to statistical data before publication. NO ATTEMPT is being made to evaluate foreign coaches...asking questions is the only way benefits (and problems) can be identified. If you are willing to take part in this major survey that covers many sports and all levels of participation, I would be extremely grateful. Please complete, cut off and return the reply slip below, using the stamped, addressed envelope provided, as soon as possible.

Yours sincerely,

Jean Craven
JEAN CRAVEN.

---

PARTICIPATION REPLY SLIP.

I am willing to (a) complete a Foreign Coach's questionnaire
and (b) give out Canadian Contact questionnaires to the people with whom I work and to friends, as asked.

Signed: ______________________ Date: ____________

I understand this survey will take place in May and that the questionnaires are to be returned within three weeks of receipt.

THE UNIVERSITY OF ALBERTA

FACULTY OF PHYSICAL EDUCATION
AND RECREATION

Department of Recreation and Leisure Studies
EDMONTON ALBERTA CANADA T6G 2H9

Please reply to:
General Delivery,
2126 - 19 Avenue,
DIDSBURY, Alberta.
TOM OWO

Dear

Here is the "Package" of questionnaires that we wrote about in March. Form A (blue) is for yourself. The others are for your Canadian contacts, as follows:

4 x B (yellow) = for 1 coach and 3 athletes (or 4 athletes if no Canadian coach works with you).

1 x C1 (orange) = for an official (referee or umpire).

1 x C2 (green) = for an administrator or your employer.

2 x C3 (pink) = for your friends and neighbours.

Please would you give these out THIS WEEK?

I do so appreciate your interest, help and co-operation. I am getting very excited now as I await the return of these questionnaires, with all their useful and interesting responses. Thank-you very much indeed for your contribution.

Yours sincerely,

Jean Craven

Jean Craven.

---

PLEASE RETURN WITHIN ONE WEEK --- IF AT ALL POSSIBLE ---

AND NO LATER THAN ______________________________.

THANK - YOU.

## FORM A

## QUESTIONNAIRE FOR FOREIGN-ORIGIN AND/OR FOREIGN-TRAINED COACHES

Questions on the following pages cover a variety of topics. Of course, all responses are confidential. I urge you to be as candid as possible, since the usefulness of the study for international sport depends on the accuracy of your answers.

NAME: ______________________________

COUNTRY OF FOREIGN ORIGIN: ______________________________

COUNTRY/COUNTRIES OF FOREIGN TRAINING: ______________________________

**PART I. GENERAL BACKGROUND INFORMATION.**

Self-report. All responses will be kept completely confidential.

1. Name: ______________________________
Last First Middle

2. Address: ______________________________
(in Canada) Street Town Province Code

3. Telephone: ( ) ______________ ( ) ______________
Home Business

4. Age. (Circle one). Under 20 20-29 30-49 50-59 60 & Over

5. Sex. (Circle one). Male Female

6. Place of birth. (Specify country). ______________

7. Mother tongue: ______________

8. Other languages spoken: ______________

9. Between which ages did you live in your homeland? (Circle all that apply). 0 - 5 yrs. 6 - 18 yrs. 19 - 35 yrs. Over 35 yrs.

10. TOTAL time spent in Canada. (Circle one, specify number). Weeks _____ Months _____ Seasons _____ Years _____

11. Marital status. (Circle one). Single Divorced Married/accompanied Married and unaccompanied

12. Accompanied by children. (Circle one, give their ages). Yes (Ages) __________ No Does not apply

13. Education. (Circle highest).
Elementary Academic High School
Trade/Vocational School
College/Technical Institute
University ______________
(Specify highest degree)

14. National origin of parents. (Specify country).
Mother ______________
Father ______________

15. Where did you spend most of your childhood years? (Circle one).
Big city in homeland Big city abroad
Small town in homeland Small town abroad
In the country in homeland In the country abroad

16. Family moves during childhood. (Circle one).
None 1 2
3 or more (Specify) __________

17. How many foreign countries have you visited on holiday? (Give number and say which).
______________
______________
______________

18. How old were you when you FIRST went abroad? (Give age).
__________ years old.

19. In how many foreign countries have you lived/worked? (Give number and say which).
______________
______________
______________

20. How old were you when you FIRST worked abroad? (Give age).
__________ years old.

21. What is the longest consecutive period you have spent living and working abroad? (Give duration and country).
Length of time __________
Country __________

22. What occupation(s) did you have when you worked abroad? (List occupations).
______________
______________
______________

## PART II. PERSONAL DIMENSIONS INVENTORY.

I am interested in comparing how coaches of foreign origin and/or foreign training react to, and feel about, various overseas situations. On the following pages you will find a list of statements which describe individuals to differing degrees. Read each statement, then rate HOW MUCH YOU AGREE with it. Try not to interpret whether you consider the descriptive statement as desirable or undesirable, as what is considered desirable may vary with the situation.

23. For the most part, I consider myself a friendly person. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

24. In a new situation, I am one of the first to act or make suggestions. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

25. When someone expresses a point of view which seems different from what I believe, I usually become interested and ask questions. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

26. In decision making, I take great care to analyse all the factors involved. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

27. When I make plans, I am almost certain I can make them work. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

28. I prefer spending time with people who see things as I do. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

29. When a task gets overly frustrating, I prefer to move on to other activities rather than persist. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

30. I prefer talking to listening. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

31. I always make an effort to let others know that I am interested in them. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

32. I feel that most important issues have clear-cut answers. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

33. When making a choice, I prefer to go about it cautiously rather than taking unnecessary risks. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

34. Because of political realities in an overseas situation, I feel it is important to be prudent. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

35. In the past, I have found a number of situations which were hard to cope with. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

36. Whenever I find myself in conflict with others (supervisors, colleagues, domestics, etc.), I generally remain in full control of myself rather than reacting emotionally. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

37. There are many things about foreign countries that I cannot fully accept. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

38. When people express beliefs which seem wrong to me, I usually tell them what I think rather than remaining silent. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

39. I often lack confidence. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

40. Around others, I never hesitate to say what I think. (Circle one).
Strongly agree  Tend to agree
Uncertain  Tend to disagree
Strongly disagree  No opinion

41. Given a choice, I prefer to let others take the initiative. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

42. I believe most people consider me to be basically trustworthy. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

43. I believe that suffering or discomfort can be easily read on another person's face. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

44. When I have to choose between being tactful and being frank, I prefer to be frank. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

45. I always try to acknowledge and compliment others. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

46. If I feel frustrated, I find it hard to hide my feelings. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

47. Generally, I feel confident about my judgment. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

48. If given the choice, I prefer to work with others than do it alone. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

49. I firmly believe that persons living in a foreign country should not be required to live by the laws of that country. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

50. I think that too many new ideas only interfere with what one already knows. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

51. I welcome it that people often come to me with their problems. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

52. I am usually able to sense the feelings of others with a fair degree of accuracy. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

53. To be honest, there are a lot of people I know that I don't respect a great deal. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

54. For various reasons, I often find myself in conflict with others. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion.

55. Compared to others, I am particularly close to my spouse and family. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

56. In a group undertaking, I am generally not one of the first to suggest a plan of action. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

57. I think that a person need not be sensitive to local politics to live and work in a foreign country. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

58. I tend to give up when faced with unduly complicated or tiring situations. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

59. When living in a foreign country, I believe it is critical to be aware of local cultural realities. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

60. I find that communication with my spouse and family is becoming more difficult. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

61. When I start something, I like to finish it before moving on to something else. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

62. Generally speaking, my spouse and I understand each other. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

## PART III. MOTIVATIONS FOR, AND OPINIONS RELATED TO, THE CROSS-CULTURAL WORK EXPERIENCE AND LIVING ABROAD.

Of particular help in preparing coaches for cross-cultural work in the future is a fuller knowledge of the motivations and feelings, concerns and satisfactions, interests and findings of those who have already experienced such situations. Where applicable/possible, answer especially concerning your FIRST FOUR MONTHS in Canada.

63 .- MOTIVATIONS
66. In order of their importance to you, indicate the four major motivations which influenced your decision to come to Canada. (Give code letter).

63. 1st. ________________
64. 2nd. ________________
65. 3rd. ________________
66. 4th. ________________

A. Financial advantages
B. To get out of home country
C. Curiosity for different cultural or geographical horizons
D. To acquire professional experience
E. To acquire more responsibility
F. To promote development of athletes/sport
G. To promote international understanding
H. An invitation
I. Other (Specify)

PERSONAL EXPECTATIONS
Respond to the following FOUR questions based on how you recall your personal expectations regarding this overseas assignment before departure for Canada.

67. As best as I can recall, before departure, I expected my overseas assignment to be a rewarding experience. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

68. Before departure, I felt confident I could prepare myself and my family for an overseas move in very little time. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

69. Before departure, I was concerned I would have trouble living in another country. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

70. Before departure from home, I never doubted I would do well on my overseas assignment. (Circle one).
Strongly agree Tend to agree
Uncertain Tend to disagree
Strongly disagree No opinion

71.- OBSTACLES
73. In order of their importance to you, indicate the THREE largest obstacles envisaged or experienced in relation to coaching in Canada. (Give code letter).

71. 1st. ________________
72. 2nd. ________________
73. 3rd. ________________

A. Remoteness/lack of communications
B. Climate
C. Hygenic/medical conditions
D. Housing problems
E. General working conditions
F. Availability of schools/education standards
G. Cultural and leisure-time activities
H. Business and shopping facilities
I. Intercultural/interpersonal atmosphere
J. Other (Specify)

LIVING CONDITIONS
Overseas posts vary in degree of comfort, compared to home. For each of the FIVE areas below, indicate how you estimate the degree of comfort, compared to your homeland.

74. Housing. (Circle one).
Much more comfortable Generally more comfortable
About the same
Generally less comfortable Much less comfortable

75. Climate. (Circle one).
Much more comfortable Generally more comfortable
About the same
Generally less comfortable Much less comfortable

76. Personal security. (Circle one).

Much more comfortable   Generally more comfortable
About the same
Generally less comfortable   Much less comfortable

77. Availability of goods/services. (Circle one).

Much more comfortable   Generally more comfortable
About the same
Generally less comfortable   Much less comfortable

78. Overall. (Circle one).

Much more comfortable   Generally more comfortable
About the same
Generally less comfortable   Much less comfortable

JOB CONSTRAINTS

Overseas jobs vary in the constraints that interfere with effectiveness on the job. SEVEN possible constraining factors are listed below. Indicate how much you think each of the factors constrains your effectiveness on the job.

79. How constraining is the lack of clearly defined objectives/realistic objectives? (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

80. How constraining is the general psychological atmosphere where you are coaching? (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

81. How constraining is the lack of commitment from others (local sports personnel/athletes)? (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

82. How constraining is the lack of national (home) colleagues? (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

83. How constraining is the lack of facilities? (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

84. How constraining is the lack of equipment? (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

85. How constraining is the lack of clear terms of reference (i.e., in the job description)? (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

Indicate how you feel about the following:

86. Living in Canada. (Circle one).

Very good   Good   No strong feelings
Unhappy   Very unhappy

87. Yourself, as you live and work in Canada. (Circle one).

Very good   Good   No strong feelings
Unhappy   Very unhappy

88. Getting to know Canadians. (Circle one).

Very good   Good   No strong feelings
Unhappy   Very unhappy

89. Your coaching in Canada. (Circle one).

Very good   Good   No strong feelings
Unhappy   Very unhappy

90. Speaking another language. (Circle one).

Does not apply   Very good
Good   No strong feelings
Unhappy   Very unhappy

91. Your health in Canada. (Circle one).

Very good   Good   No strong feelings
Unhappy   Very unhappy

SELF-RATINGS

Following are questions covering a variety of skills and activities in your present overseas experience. Try not to be influenced by whether you consider these skills and activities desirable or not.

92. To what extent do you speak and understand the common working language of this country? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

93. To what extent do you demonstrate the ability to communicate with host country individuals through methods other than the spoken word? (Note: Non-verbal communication includes skills such as use of host country gestures, appropriate eye contact, appropriate interpersonal space, etc.). (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

94. To what extent do you interact with host country people and have host country individuals as friends? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

95. To what extent do you find it easy to get "really personal contact" with Canadians? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

96. To what extent do you think it is easy for foreigners in general to adjust to Canadian "manners and morals"? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

97. To what extent are you interested in this country and take the initiative to get out and see as much of it as possible? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

98. To what extent do you possess knowledge of a factual nature regarding this country? (Note: Factual knowledge includes knowledge of history, geography, politics, religion, current events, etc.). (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

99. To what extent do you accept this country and its customs as different but valid for the people of this country? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

100. To what extent do you engage in a variety of enjoyable activities here? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

101. To what extent do you find that you had to change your ways to be accepted by Canadians? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

102. To what extent do you feel yourself to be "different" from Canadians? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

103. To what extent do you feel that this "difference" makes you out to be "superior" to Canadians? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

104. To what extent do you feel personally committed to the job you are doing (i.e., interested and involved in your job)? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

105. To what extent are you particularly concerned with training local people and sharing what you know with them on the job? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

106. To what extent is it important to you that your opinion is accorded considerable respect and attention by Canadians? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

107. To what extent do you consider that being "foreign" gives you a special status when coaching Canadians? (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

SOCIAL ACTIVITIES

108.- 110. What are the THREE most satisfying social activities you do in Canada?

108. 1. ____________

109. 2. ____________

110. 3. ____________

111.- 113. What are the THREE most dissatisfying social activities you do in Canada?

111. 1. ____________

112. 2. ____________

113. 3. ____________

114. Indicate (approximately) the amount of your leisure time spent with each of the following:

| | Approximate % of leisure time spent |
|---|---|
| a) Alone | ______% |
| b) With immediate family | ______% |
| c) With people from homeland | ______% |
| d) With other foreigners | ______% |
| e) With Canadians | ______% |

115. Do you consider your work in Canada will be helpful in your work at home? (Circle one). Yes No Does not apply

116. Do you expect to experience re-adjustment problems on your return to your homeland? (Circle one). Yes No Does not apply

117. Compared to other foreigners in this country whom you have known, how well have you adjusted to living here? (Circle one).
Among best / Better than average / Average / Less than average / Among least

118. If you have spouse and children here, how well has the FAMILY UNIT adapted to living in Canada, compared to other foreign families you have known? (Circle one).
Does not apply / Among best / Better than average / Average / Less than average / Among least

119. How would you describe your performance of the daily tasks, duties and responsibilities in your life? (Circle one).
Highly effective / Better than average / Average / Less than average / Highly ineffective

120. Compared to other foreign coaches you know working here, how effective would you describe yourself at transferring skills and knowledge to Canadians? (Circle one).
Highly effective / Better than average / Average / Less than average / Highly ineffective

121.- 123. The most successful coaches are said to possess the following characteristics. Circle TEN which you feel best apply to yourself — and then, OF these ten, rank the THREE most, important to you when coaching in Canada.

121. 1st. ____________

122. 2nd. ____________

123. 3rd. ____________

A. Ability to adapt
B. Familiarity with local customs
C. Tact/understanding/diplomacy
D. Objectivity
E. Teaching ability
F. Technical competence
G. Sound judgment/common sense
H. Team spirit
I. Tenacity
J. Absence of racial prejudice
K. Enthusiasm
L. Courage
M. Selflessness
N. Idealism
O. Friendliness
P. Articulate
Q. Flexible
R. Persuasive
S. Maturity
T. Realistic
U. Sense of duty
V. A cool head
W. Cheerfulness
X. Optimism
Y. Sense of humour
Z. Imagination

124.- 126. Foreign coaches have expressed a variety of opinions about their role(s) when overseas. Some of these are listed below. Indicate THREE that you feel are roles you try to fulfil while in Canada. (Any order).

124. 1. ____________

125. 2. ____________

126. 3. ____________

(a) To spread the culture of my homeland.
(b) To try and be useful, even beyond the strict terms of the coaching situation.
(c) To try and improve techniques without trying to improve people.
(d) To serve as a mediator between two cultures.
(e) To try and integrate my technical activities into Canadian policy.
(f) To enable Canadian athletes to profit from my experience gained with athletes in my homeland.
(g) To make an effort to behave in a way that will give a favourable impression of my home country.
(h) To keep general goals in sight even if there are technical difficulties.

127. Do you consider the growing movement of coaches and athletes between cultures/countries to be a trend beneficial to sport which therefore should be continued? (Circle one). Yes No

128. Are you happy you coached here? (Circle one). Why? Why not? Yes No

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

**PART IV. COACHING INFORMATION.**

If you have been coaching in Canada for more than four months, please think back and, where appropriate/possible, give answers according to the situation existing DURING YOUR FIRST FOUR MONTHS HERE.

129. Are you in Canada PURELY to coach? (Circle one). Yes ______ (Sport) No

130. If not, what is your principal employment? (Specify precisely). ______ Does not apply

131. If accompanied by spouse, is spouse working? (Circle one). Yes No Does not apply

132. What level of foreign coaching qualifications do you have? (Circle highest).
- Local club/community recreation
- Low level competition
- State/Provincial competition
- National/International level ('expert')

133. Approximately how long, in total, have you spent taking foreign coaching courses? (Circle one). Hours Weeks Months Years

134. Did you train/qualify as a coach in your homeland? (Circle one). Yes No ______ (Where?)

135. What is the academic status of your foreign coaching qualifications? (Circle one). Pre-university First degree Higher degree College or Sport Association

136. Do you have any Canadian coaching qualifications? (Circle one). Yes ______ (Specify) No

137. Do you have a degree in Physical Education or Recreation? (Circle one). Yes No

138. What is your MAIN reason for coaching? (Circle one).
- Previous personal experience with sport
- Family involvement
- Community need for my service
- Personal enjoyment
- Financial considerations
- Other (Specify) ______

| | | |
|---|---|---|
| 139. | How were you selected to coach where you are now? (Circle one). | Volunteered Invited<br>Appointed/hired |
| 140. | For whom do you coach while you are in Canada? (Circle one). | Canadian Sport Association Provincial Sport Association<br>Municipal Recreation Board A club<br>Other (Specify) ______ |
| 141. | How many weeks have you spent on your present coaching assignment? (Circle one). | 1 - 4 5 - 13 14 - 26<br>27 - 52 Over 52 ______ (Specify) |
| 142. | What are your areas of expertise? (Circle all that apply). | Technical skills/athlete training<br>Training coaches Training officials<br>Administration Elite competition<br>Exposure/recreation Youth Adults |
| 143. | What is your current PRINCIPAL coaching role? (Circle one). | Invited expert Advisor/consultant<br>Trainer of coaches/officials/ administrators<br>Coach of elite athletes Coach of athletes at all levels |
| 144. | Do you work on the job WITH local/Canadian coach(es)? (Circle one). | Yes No |
| 145. | How long have you been a coach of the sport you are coaching here? (Circle one). | 2 yrs. 3-5 yrs. 6-10 yrs.<br>Over 10 yrs. (Specify) ______ |
| 146. | How long have you been a coach (for any sport, anywhere)? (Circle one). | 5 yrs. 6-10 yrs. 11-15 yrs.<br>16-20 yrs. Over 20 yrs.(Specify)<br>______ |
| 147. | What is the MAIN source of the athletes you coach? (Circle one). | One club Several clubs in area<br>Selected from one club/several clubs<br>Provincial level National level<br>Other (Specify) ______ |
| 148. | How many years of experience do you have with such athletes? (Specify number of years). | In homeland ______<br>In foreign countries ______ |
| 149. | Were you given cross-cultural briefing before coaching in Canada? (Circle all that apply). | Yes in homeland No<br>Yes in Canada |
| 150. | If yes, who briefed you? (Circle all that apply). | Sport Association in homeland Other (Specify) ______<br>Sport Association in Canada Does not apply |
| 151. | For your employers, what is your coaching status? (Circle one). | Their first coach Their first foreign coach<br>A replacement for a Canadian coach<br>A replacement for a foreign coach<br>Additional to existing coach<br>Other (Specify) ______ |
| 152. | Are you paid? (Circle one). | Yes No |
| 153. | Would you undertake such coaching again? (Circle one). Why? Why not? | Yes No<br>______<br>______<br>______<br>______<br>______ |
| 154. | Approximately how much of your OWN money have you spent in connection with your coaching in Canada? (Give amount). | $______ |
| 155. | Who insured you? (Circle one). | Self in homeland Self in Canada<br>Sport Association in homeland Sport Association in Canada<br>Other (Specify) ______ |
| 156. | At what levels have you competed in the sport you are now coaching? (Circle all that apply). | Junior/Senior High School College or University<br>Youth/Adult recreational<br>Semi/Full professional<br>State/Provincial National |
| 157. | Are you an athlete taking part in formal competition in ANY sport? (Circle one). | Yes No |

## PART V. OPINIONS RELATED TO COACHING.

This part of the questionnaire consists of THIRTEEN statements. For each one, indicate in the "most" answer space which one of the three choices, a, b, or c, is the most true, or most preferred, or most important. Then choose the least true or least preferred of the three choices and write a, b, or c, in the "least" answer space.

EXAMPLE: "At work, I would like my co-workers to:

(a) Consider me a friend
(b) Look to me as a leader
(c) Consider me as a person who is effective at my job."

Answer 1. Most a

Answer 2. Least b

For every statement, be sure you mark one choice in each answer space, thus, in the example above, if "a" is marked for most, then either "b" or "c" should be marked under "least". (In this example, it is "b").

Although in some cases you may think all three choices are important, please indicate which is most important and which is least important of the three. These questions are intended to help us understand your views of coaching. In questionnaires like this one, some individuals will answer as they think others would want them to answer, instead of expressing their own opinion. Please answer each item as you honestly feel or as you typically behave when coaching. Whenever possible, give the views you held during your FIRST FOUR MONTHS in Canada.

158. "I would like to be known as:
a. Effective in teaching skills of the game
b. A winning coach
c. A friendly coach."

Most ________
Least ________

159. "When coaching, I enjoy:
a. Recognition for my efforts
b. The feeling of a job well done
c. Being with the athletes."

Most ________
Least ________

160. "Nothing is worse than:
a. Having a spectator/athlete get angry with you
b. The team losing the game
c. Embarrassing yourself while coaching."

Most ________
Least ________

161. "I would prefer that my athletes:
a. Consider me an important part of the team
b. Consider me a friend
c. Look up to me."

Most ________
Least ________

162. "Coaches I respect are:
a. Those who know the game very well
b. Very successful
c. Easy to get along with."

Most ________
Least ________

163. "Coaches could do a better job if they:
a. Taught the fundamentals better
b. Received more recognition for their efforts
c. Put less emphasis on competition and more on getting along with others."

Most ________
Least ________

164. "I think a coach should:
a. Make himself /herself respected by athletes
b. Get the job done
c. Make himself/herself easy to talk to."

Most ________
Least ________

165. "The best coaches are those who:
a. Give individual help and are interested in the athletes' development
b. Make the practice and games fun
c. Teach athletes what is needed to win."

Most ________
Least ________

166. "If a story were written about me in the newspaper, I would like it to describe me as:
a. A winning coach
b. A coach who contributed to the growth of athletes
c. A coach for whom athletes enjoyed playing."

Most ________
Least ________

167. "As a coach, I emphasise:
a. Co-operation
b. Having fun
c. Winning."
Most ____
Least ____

168. "I think this sport contributes to:
a. Mental health
b. Physical fitness
c. Social development."
Most ____
Least ____

169. "I am concerned about:
a. The prevention of physical injuries
b. Undue mental stress
c. Social isolation of some athletes."
Most ____
Least ____

170. "As a long-term outcome of playing this sport, an athlete should:
a. Learn how to get along with others in competitive situations
b. Develop a desire to achieve under demanding situations
c. Learn a sport skill that can be used for many years."
Most ____
Least ____

**PART VI. PERSONAL COMMENTS AND OPEN-ENDED RESPONSES.**

Please feel free to comment frankly. Strict confidentiality will be observed and your answers are very valuable and significant.

171. What were the FIVE major factors that contributed most to the pleasure and success of your FIRST FOUR MONTHS coaching in Canada?
1. ____
2. ____
3. ____
4. ____
5. ____

172. Looking back, what do you wish had been done for you in your homeland to better prepare you for coaching in Canada?
____

173. Looking back, what do you wish had been done for you on your arrival here by your Canadian hosts to better prepare you for coaching here?
____

174. In comparison to the last month of coaching in your homeland, were your FIRST FOUR MONTHS of coaching in Canada more effective, less effective or about the same? Why?
____

175. What recommendations would you make that would help produce increased effectiveness in the FIRST FOUR MONTHS of a cross-cultural coaching situation?

THANK-YOU VERY MUCH INDEED FOR YOUR CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE. YOUR SACRIFICE OF TIME AND EFFORT IS GREATLY APPRECIATED. YOUR ANSWERS, THOUGHTS AND OPINIONS ARE ESPECIALLY VALUED AND THEY WILL REMAIN CONFIDENTIAL.

Please feel free to add any further comments.

ADDITIONAL COMMENTS.

# APPENDIX IV
## Canadian Colleagues' Questionnaire

THE UNIVERSITY OF ALBERTA

FACULTY OF PHYSICAL EDUCATION
AND RECREATION

Department of Recreation and Leisure Studies
EDMONTON, ALBERTA, CANADA T6G 2H9

Please reply to:
General Delivery,
2126 - 19 Avenue,
DIDSBURY, Alberta.
TOM OHO

Dear Canadian Coach/Athlete,

You have been identified as a person working with or under a coach of foreign origin and/or foreign training. As peoples of the world mix more and more, it is inevitable that cross-cultural situations will arise increasingly in sport, affecting people from elite athletes and master coaches to grass roots immigrant participants and community volunteer coaches.

Sport is viewed as a vehicle through which understanding and goodwill can be transmitted. The more we know about foreign coaches and their experiences, their backgrounds and their attitudes, the easier it will be for sports associations to maximise the benefits of cross-cultural situations for our athletes, for sport and for international relations.

A foreign coach will have contact, while in this country, with a variety of Canadians —— coaches, athletes, officials, administrators and the general public. As a member of this 'group of contacts', and as a person with a close working relationship with a foreign coach, your input into this study is VERY valuable. Because Canadians know so little about foreign individuals engaged in coaching in this country, I have asked many questions. Completing this questionnaire will take approximately one hour of your time.

There are no "right" or "wrong" answers, so please respond frankly. You should NOT attempt to evaluate the coach; merely give your answers and opinions as objectively as you can. Your thoughtful replies are extremely important and I thank you for the time and effort so kindly given. Your replies will be kept completely confidential and will be reduced to statistical data before publication. I appreciate your assistance in my attempt to identify, from as wide a base as possible, the qualities, expertise and benefits coaches from other countries are bringing to Canadian athletes and sport in general. Also identified will be any concerns the foreign coaches may have which, in the future, can be addressed and eased by Canadians, thus raising the levels of effectiveness, pleasure and international goodwill that derive from cross-cultural coaching situations.

A stamped, addressed envelope is enclosed for your convenience in returning the questionnaire direct to myself.

Sincerely,

Jean Craven

Jean Craven.

---

PLEASE RETURN WITHIN ONE WEEK --- IF AT ALL POSSIBLE ---
AND NO LATER THAN ______________________.

THANK - YOU.

### FORM B

### QUESTIONNAIRE FOR CANADIAN COLLEAGUES

### (CO-COACHES, ATHLETES)

Questions on the following pages cover a variety of topics. Of course, all responses are confidential. I urge you to be as candid as possible, since the usefulness of the study for international sport depends on the accuracy of your answers.

NAME OF FOREIGN COACH: ______________________

RELATIONSHIP TO FOREIGN COACH (Coach, athlete) : ______________________

**PART I. GENERAL BACKGROUND INFORMATION.**

Self-report. All responses will be kept completely confidential.

1. Name: ______________________ Last First Middle

2. Address: ______________________ Street Town Province Code

3. Telephone: ( ) __________ Home ( ) __________ Business

4. Age (Circle one). Under 20 20-29 30-49 50-59 60 & over

5. Sex (Circle one). Male Female

6. Education (Circle highest). Elementary High School College/Trade School University

7. Physical Education or Recreation Degree (Circle one). Yes No

8. Occupation (Specify precisely e.g. plumber, student). ______________________

9. If a coach, give qualifications. (Specify precisely). ______________________

10. Years of experience with this sport. (Circle one). Under 2 3 - 5 6 - 10 Over 10 (Specify) ________

11. In what capacity(ies)? (Circle all that apply). Player Coach Official Administrator Other (Specify) ________

12. Amount of experience with foreign coach(es). (Circle one, specify number). Hours ____ Days ____ Weeks ____ Seasons ____ Years ____

13. Would you repeat the experience? (Circle one). Why? Why not? Yes No ______________________

______________________

______________________

______________________

______________________

**PART II. OPINIONS CONCERNING THE FOREIGN COACH'S TECHNICAL COMPETENCY, COACHING ABILITY AND ATTITUDES TOWARDS ATHLETES, ASSOCIATES AND THE SPORT.**

The following statements have application to the coaching situation. Try not to interpret whether you consider the statements desirable or not, as this may vary with each situation. Respond as objectively as possible, based on your own observations of the foreign coach's behaviour, ESPECIALLY those made in the FIRST FOUR MONTHS of contact.

In your opinion, did the foreign coach:

14. Play every player even if the game was close? (Circle one). Always Sometimes Never Does not apply

15. Stress winning too much? (Circle one). Always Sometimes Never Does not apply

16. Spend most of the time with the best players? (Circle one). Always Sometimes Never Does not apply

17. Explain the correct ways to do things when an error was made? (Circle one). Always Sometimes Never Does not apply

18. Argue with the officials on judgment decisions? (Circle one). Always Sometimes Never Does not apply

19. Argue with spectators? (Circle one). Always Sometimes Never Does not apply

20. Argue with players? (Circle one). Always Sometimes Never Does not apply

21. Treat all players fairly? (Circle one). Always Sometimes Never Does not apply

22. Display good sportsmanship even under losing conditions? (Circle one). Always Sometimes Never Does not apply

23. Complain about the officials (Circle one). Always Sometimes Never Does not apply

How do you rate the foreign coach's overall coaching ability with regard to:

24. The teaching of skills? (Circle one). Excellent Good Fair Poor

25. Knowledge of the sport? (Circle one). Excellent Good Fair Poor

26. The treatment of players? (Circle one). Excellent Good Fair Poor

27. The use of training and conditioning programmes? (Circle one). Excellent Good Fair Poor

In general, how would you describe the practice sessions?

28. They were too long. (Circle one). Agree No opinion Disagree
Does not apply

29. They were too short? (Circle one). Agree No opinion Disagree
Does not apply

30. They should have had more stress on competition. (Circle one). Agree No opinion Disagree
Does not apply

31. They should have had less stress on competition. (Circle one). Agree No opinion Disagree
Does not apply

32. They should have placed more emphasis on how to play the game. (Circle one). Agree No opinion Disagree
Does not apply

33. They should have placed less emphasis on how to play the game. (Circle one). Agree No opinion Disagree
Does not apply

34. They were too tough. (Circle one). Agree No opinion Disagree
Does not apply

35. They were too easy. (Circle one). Agree No opinion Disagree
Does not apply

36. In your opinion, were there times when the athletes did not get enough sleep due to participation in this sport? (Circle one). Yes No Do not know

In your opinion, how important is it for the foreign coach to have each of the following?

37. Playing experience. (Circle one). Very important Important
Somewhat important
Not very important Not important

38. Officiating courses. (Circle one). Very important Important
Somewhat important
Not very important Not important

39. Coaching clinics/workshop courses. (Circle one). Very important Important
Somewhat important
Not very important Not important

40. Written and/or practical examinations. (Circle one). Very important Important
Somewhat important
Not very important Not important

41. Coaching experience. (Circle one). Very important Important
Somewhat important
Not very important Not important

42. Certification. (Circle one). Very important Important
Somewhat important
Not very important Not important

43. First Aid training. (Circle one). Very important Important
Somewhat important
Not very important Not important

Imagine the foreign coach is speaking. Consider each of the following statements and then indicate, from your observations, which is the most true and least true for that person (by writing a, b or c as appropriate).

44. "I would like to be known as:
a. Effective in teaching skills of the game
b. A winning coach
c. A friendly coach."

Most true ________
Least true ________

45. "When coaching, I enjoy:
a. Recognition for my efforts

b. The feeling of a job well done — Most true ________
c. Being with the athletes." — Least true ________

46. "I would prefer that my players:
a. Consider me an important part of the team — Most true ________ Least true ________
b. Consider me a friend
c. Look up to me."

47. "I think a coach should:
a. Make himself/herself respected by athletes — Most true ________
b. Get the job done — Least true ________
c. Make himself/herself easy to talk to."

48. "The best coaches are those who:
a. Give individual help and are interested in the athletes' development — Most true ________ Least true ________
b. Make the practices and games fun
c. Teach athletes what is needed to win."

49. "If a story were written about me in the newspaper, I would like it to describe me as:
a. A winning coach — Most true ________
b. A coach who contributed to the growth of athletes — Least true ________
c. A coach for whom athletes enjoyed playing."

50. "As a coach, I emphasise:
a. Co-operation — Most true ________
b. Having fun
c. Winning." — Least true ________

51. "I think this sport contributes to:
a. Mental health — Most true ________
b. Physical fitness
c. Social development." — Least true ________

52. "I am concerned about:
a. The prevention of physical injuries
b. Undue mental stress — Most true ________
c. Social isolation of some athletes." — Least true ________

53. "As a long-term outcome of playing this sport, an athlete should:
a. Learn how to get along with others in competitive situations — Most true ________ Least true ________
b. Develop a desire to achieve under demanding situations
c. Learn a sport skill that can be used for many years."

54. To what extent does the foreign coach communicate effectively? (Circle one).
Excellently Above average
Satisfactorily
Below average Very poorly

55. What is the main cause of any communication problems? (Circle one).
Does not apply
Lack of linguistic ability
Lack of knowledge of CANADIAN vocabulary/colloquialisms/sport slang
Other (Specify) ________ ________

56. Which of the following contribute to the coach's communication problems? (Circle all that apply).
Does not apply
Lack of understanding of motivations of Canadian athletes
Inability to appreciate the Canadian style of approach to the sport
An insensitivity to local 'atmosphere'
Other (Specify) ________

57.- The most successful
59. foreign coaches are said to have the following characteristics. Circle TEN which you feel best apply to the foreign coach you are considering --- and then, OF these ten, rank the THREE most dominant qualities.

57. 1st. ______

58. 2nd. ______

59. 3rd. ______

- A. Ability to adapt
- B. Familiarity with local customs
- C. Tact/understanding/diplomacy
- D. Objectivity
- E. Teaching ability
- F. Technical competence
- G. Sound judgment/common sense
- H. Team spirit
- I. Tenacity
- J. Absence of racial prejudice
- K. Enthusiasm
- L. Courage
- M. Selflessness
- N. Idealism
- O. Friendliness
- P. Articulate
- Q. Flexible
- R. Persuasive
- S. Maturity
- T. Realistic
- U. Sense of duty
- V. A cool head
- W. Cheerfulness
- X. Optimism
- Y. Sense of humour
- Z. Imagination

PART III. DESCRIPTIVE STATEMENTS.

Following are TWENTY-TWO statements which describe individuals to differing degrees. Read each statement carefully then rate the extent to which the statement describes the foreign coach you are considering. Try not to interpret whether you consider the statements are desirable or not, as what is desirable may vary with each situation. Respond as objectively as possible, based on your own observations of the coach's behaviour, ESPECIALLY those made in the FIRST FOUR MONTHS of contact.

60. When confronted by obstacles, this coach remains in full control of himself/herself, is entirely calm and comfortable. (Note: obstacles may include ambiguous situations, conflicts with others, irritating or anxiety-provoking situations, frustrations, etc.). (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

61. This coach demonstrates a capacity to build and maintain relationships. He/She works well with others, is trusting, friendly and co-operative. People come to this coach for help with various problems. (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

62. This coach demonstrates the ability to respond flexibly to the ideas, beliefs or points of view of others. When faced with different viewpoints, he/she may become curious and ask questions, and is generally open to different viewpoints rather than opinionated. (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

63. When faced with making a decision, this coach first cautiously weighs all the factors involved rather than acting with little thought beforehand. (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

| | | |
|---|---|---|
| 64. | This coach expresses and demonstrates self confidence with regard to personal goals and judgment. This coach is capable of self assertion in the presence of others. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 65. | This coach is a good listener who accurately perceives the needs and feelings of others. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 66. | This coach responds to others in a way that demonstrates they are valued. He/She shows interest in others through general attentiveness and appropriate concern. He/She compliments and acknowledges others. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 67. | This coach consistantly works at a task until its completion, in spite of obstacles or fatigue. He/She does not lose interest or give up. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 68. | This coach demonstrates sensitivity to many host country issues and realities, whether cultural, social or political. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 69. | This coach is frank and outspoken rather than tactful in his/her dealings with others. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 70. | This coach demonstrates relaxed friendly communication with the members of his/her family. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all Does not apply |
| 71. | This coach demonstrates the ability to speak and understand the common working language of this country. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 72. | This coach demonstrates the ability to communicate with host country individuals through methods other than the spoken word. (Note: Non-verbal communication includes skills such as use of host country gestures, appropriate eye contact, appropriate interpersonal space, etc.). (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 73. | This coach interacts with host country people and has host country individuals as friends. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 74. | This coach is interested in this country and takes the initiative to get out and see it as much as possible. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 75. | This coach demonstrates knowledge of a factual nature regarding this country — including knowledge of history, geography, politics, religion, current events, etc. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 76. | This coach accepts the customs of the host country as different, yet valid for its people. He/She does not "put down" the host country in any way. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 77. | This coach engages in a variety of enjoyable activities here. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 78. | This coach demonstrates personal commitment or investment in his/her job. This coach shows a continuing interest and involvement in the job. (Circle one). | Completely A great deal<br>Quite a bit To some extent<br>Hardly at all |
| 79. | This coach is particularly concerned with training | |

Canadians. His/Her greatest satisfaction on the job comes from sharing what he/she knows with Canadians. (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

80. This coach considers the meeting of individual needs to be more important than the meeting of group needs. (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

81. This coach is strict and relies on punishment to maintain discipline. (Circle one).

Completely A great deal
Quite a bit To some extent
Hardly at all

**PART IV. OPINIONS RELATED TO THE PREPARATION FOR, AND THE FOREIGN COACH'S ROLE IN, A CROSS-CULTURAL SITUATION.**

All comments are welcome as it is largely from your feelings, observations, comments and recommendations that actions can be undertaken to produce even better cross-cultural experiences. Where applicable/possible, consider ESPECIALLY the coach's FIRST FOUR MONTHS at work in Canada (or your first four months of contact).

82. Compared to other foreigners in this country whom you have known, how well has this coach adjusted to living here? (Circle one).

Among best Better than average
Average Less than average
Among least

83. If the foreign coach has spouse and children here, how well has the FAMILY UNIT adapted to living in Canada, compared to other foreign families you have known? (Circle one).

Among best Better than average
Average Less than average
Among least Does not apply
Do not know

84. Based on your experience, what are the FIVE most important personal attitudes or skills necessary for a foreign coach to be successful in Canada? (Rank in order of importance).

1st. ____________________
2nd ____________________
3rd. ____________________
4th. ____________________
5th. ____________________

85. Which of these, if any, does the foreign coach you are considering possess? (Circle all that apply).

#1 #2 #3
#4 #5

86. What are the FIVE most important things a foreign coach (and family) should be told to prepare for living and working here? (Any order).

____________________
____________________
____________________
____________________
____________________

87. Who should give the coach this information? (Circle one).

People in homeland Canadian employer
Canadian Sport Association Other(Specify) ________

88. What do you expect from foreign coaches, in their roles as 'experts'

____________________
____________________

and as individuals, while in Canada?

89. What should CANADIAN coaches/athletes working with a foreign coach be expected to contribute?

90. In your opinion, how effective is the foreign coach at performing the daily tasks, duties and responsibilities of the job? (Circle one).

Highly effective
Better than average
Average
Less than average
Highly ineffective

91. Compared to ANY other coaches with whom you have worked, how effective is this foreign coach at transferring knowledge and skills to Canadians? (Circle one).

Highly effective
Relatively effective
Relatively ineffective
Highly ineffective

92. Why is the transfer effective or ineffective?

93. In your opinion, what difficulties/problems arose BECAUSE this person had a foreign background? (e.g. Confusion during a practice because of poorly expressed instructions). If possible, please give THREE examples.

Problem 1.

Problem 2.

Problem 3.

94. How would you recommend these difficulties/problems be prevented/solved? (e.g. Coach to be given a sport-appropriate language/vocabulary course before starting work). Please MATCH your solutions to the problems you gave in answer to Q. 93.

Solution 1.

Solution 2.

Solution 3.

95. Do you consider the growing movement of coaches and athletes between countries/cultures to be a trend beneficial to sport which therefore should be continued? (Circle one).

Yes No

96. Should Canadian Sport Associations "import" foreign coaches to train athletes here? (Circle one). Why? Why not?

Yes No

97. Apart from short-term invited coaches, should resident foreign coaches be required to obtain Canadian qualifications? (Circle one). Why? Why not?

Yes No

98.- 100. Foreign coaches have expressed a variety of opinions about their role(s) when overseas. Some of these are listed below. Indicate THREE that, in your view, are VERY characteristic of the foreign coach you are considering. (Any order).

98. 1.
99. 2.
100. 3.

(a) To spread the culture of his/her homeland.
(b) To try and be useful, even beyond the strict terms of the coaching situation.
(c) To try and improve techniques without trying to improve people.
(d) To serve as a mediator between two cultures.
(e) To try and integrate his/her technical activities into Canadian policy.
(f) To make Canadian athletes profit from the experience gained by homeland athletes in the past.
(g) To make an effort to behave in a way which will give a favourable impression of his/her home country.
(h) To keep general goals in sight even if there are technical difficulties.

THANK-YOU FOR YOUR CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE. YOUR SACRIFICE OF TIME AND EFFORT IS GREATLY APPRECIATED. YOUR ANSWERS AND OPINIONS ARE MOST VALUED AND ARE CONFIDENTIAL.

Please feel free to add any further comments.

ADDITIONAL COMMENTS

# APPENDIX V
## Canadian Officials' Questionnaire

THE UNIVERSITY OF ALBERTA

FACULTY OF PHYSICAL EDUCATION
AND RECREATION

Department of Recreation and Leisure Studies
EDMONTON, ALBERTA, CANADA T6G 2H9

Please reply to:
General Delivery,
2126 - 19 Avenue,
DIDSBURY, Alberta.
T0M 0W0

Dear Canadian Official,

You have been identified as a person who has experience with a foreign origin and/or foreign-trained coach through your work as an official. As peoples of the world mix more and more, it is inevitable that cross-cultural situations will arise increasingly in sport, affecting people from elite athletes and master coaches to grass roots immigrant participants and community volunteer coaches.

Sport is viewed as a vehicle through which understanding and goodwill can be transmitted. The more we know about foreign coaches and their experiences, their backgrounds and their attitudes, the easier it will be for sports associations to maximize the benefits of cross-cultural situations for our athletes, for sport and for international relations.

A foreign coach will have contact, while in this country, with a variety of Canadians — colleagues, officials, administrators and the general public. As a member of this 'group of contacts', your input into this study is very valuable. Like yourself, I am concerned that cross-cultural experiences are as pleasurable, effective and successful as possible, so I have asked a number of questions. Completing this questionnaire should take approximately 25 minutes.

There are no "right" or "wrong" answers, so please respond frankly. Your thoughtful replies are extremely important and I thank you for the time and effort so kindly given. Your replies will be kept completely confidential and will be reduced to statistical data before publication. I appreciate your assistance in my attempt to identify, from as wide a base as possible, the qualities, expertise and benefits coaches from other countries are bringing to Canadian athletes and sport in general. Also identified will be any concerns the foreign coaches may have which, in the future, can be addressed and eased by Canadians, thus raising the levels of effectiveness, pleasure and international goodwill that derive from cross-cultural situations.

A stamped, addressed envelope is enclosed for your convenience in returning the questionnaire direct to myself.

Sincerely,

Jean Craven.

---

PLEASE RETURN WITHIN ONE WEEK --- IF AT ALL POSSIBLE ---

AND NO LATER THAN ______________________________

THANK - YOU.

## FORM C1

## QUESTIONNAIRE FOR CANADIAN OFFICIALS

Questions on the following pages cover a variety of topics. Of course, all responses are confidential. I urge you to be as candid as possible, since the usefulness of the study for international sport depends on the accuracy of your answers.

NAME OF FOREIGN COACH: ______________________________

PART I. GENERAL BACKGROUND INFORMATION.

Self-report. All responses will be kept completely confidential.

1. Name: ______________________________
Last First Middle

2. Address: ______________________________
Street Town Province Code

3. Telephone: ( ) ______________ ( ) ______________
Home Business

4. Age (Circle one). Under 20 20-29 30-49 50-59 60 & Over

5. Sex (Circle one). Male Female

6. Education (Circle highest). Elementary High School University College/Trade School

7. Physical Education or Recreation Degree (Circle one). Yes No

8. Occupation: ______________________________
(Specify precisely)

9. Years experience with this sport (in any capacity). (Circle one). 2 or less 3-5 6-10 Over 10 ____ (Specify)

10. Years experience as official in this sport. (Circle one). 2 or less 3-5 6-10 Over 10 ____ (Specify)

11. Qualifications as an official in this sport. (Specify highest precisely). ______________________________
______________________________

12. Are you currently registered with any sanctioning organisation as an official for this sport? (Circle one). Yes (Specify) ______________ No

13. How much experience have you had with foreign coach(es)? (Circle one, specify number).
Hours ____ Days ____
Weeks ____ Seasons ____
Years ____

14. Would you voluntarily repeat the experience? (Circle one). Yes No

15. Please rate your working relationship with CANADIAN coaches. (Circle one). Excellent Good Average Poor Very Poor

PART II. OPINIONS CONCERNING THE FOREIGN COACH'S PERFORMANCE, ATTITUDES AND GENERAL BEHAVIOUR IN A CROSS-CULTURAL SITUATION.

Please respond as objectively as possible, based on your own observations of the foreign coach, ESPECIALLY those made in the FIRST FOUR MONTHS of contact. All comments are welcome as it is largely from your feelings, observations, comments and recommendations that actions can be taken to produce even better cross-cultural experiences in sport.

How do you rate the overall ability of this coach with regard to:

16. The teaching of skills? (Circle one). Excellent Good Fair Poor

17. The knowledge of the sport? (Circle one). Excellent Good Fair Poor

18. The treatment of athletes as people? (Circle one). Excellent Good Fair Poor

19. Did this coach argue with officials on judgment decisions? (Circle one). Always Sometimes Never

Imagine the foreign coach is speaking. Consider each of the following statements and then indicate, from your observations, which is the most true and least true for that person (by writing a, b or c, as appropriate).

20. "I would like to be known as:
a. Effective in teaching the skills of the game
b. A winning coach
c. A friendly coach."
Most true ________
Least true ________

21. "The best coaches are those who:
a. Give individual help and are interested in athletes' development
b. Make the practices and games fun
c. Teach athletes what is needed to win."
Most true ________
Least true ________

22. "As a long-term outcome of playing this sport, an athlete should:
a. Learn how to get along with others in competition

b. Develop a desire to achieve under demanding situations   Most true ________

c. Learn a sport skill that is usable for many years."   Least true ________

23.-
25. From the following ten characteristics, which may be considered common to foreign coaches, list the THREE that you feel best apply to the coach you are considering:

23. 1st ______________________

24. 2nd ______________________

25. 3rd ______________________

(a) Ability to adapt/flexible
(b) Familiarity with local customs
(c) Teaching ability
(d) Technical competence
(e) Absence of racial prejudice
(f) Friendliness/cheerfulness
(g) Sound judgment/common sense
(h) Objectivity
(i) Articulate
(j) Team spirit

DESCRIPTIVE STATEMENTS

Following are TEN statements which describe individuals to differing degrees. Read each statement carefully then rate the extent to which the statement describes the foreign coach you are considering. Try not to interpret whether you consider the statements are desirable or not, as what is desirable may vary with each situation. Respond as objectively as possible, based on your own observations of the coach's behaviour, ESPECIALLY those made in the FIRST FOUR MONTHS of contact.

26. This coach demonstrates a capacity to build and maintain relationships. He/She works well with others, is trusting, friendly and co-operative. People come to this coach for help with various problems. (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

27. This coach demonstrates the ability to respond flexibly to the ideas, beliefs or points ov view of others. When faced with different viewpoints, he/she may become curious and ask questions, and is generally open to different viewpoints rather than opinionated. (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

28. This coach responds to others in a way that demonstrates they are valued. He/She shows interest in others through general attentiveness and appropriate concern. He/She compliments and acknowledges others. (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

29. This coach demonstrates sensitivity to many host country issues and realities, whether cultural, social or political. (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

30. This coach demonstrates the ability to speak and understand the common working language of this country. (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

31. This coach demonstrates the ability to communicate with host country individuals through methods OTHER THAN the spoken word eg. gestures, eye contact, etc. (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

32. This coach interacts with host country people and has host country individuals as friends. (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

33. This coach accepts the host country's customs as different, yet valid for its people. This coach does not "put down" the host country in any way. (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

34. This coach shows a high regard for authority and considers the meeting of commitments eg. match schedules, to be a matter of great importance. (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

35. This coach engages in a variety of enjoyable activities here. (Circle one).

Completely   A great deal
Quite a bit   To some extent
Hardly at all

**PART III. OPINIONS RELATED TO THE PREPARATION FOR, AND THE FOREIGN COACH'S ROLE IN, A CROSS-CULTURAL SITUATION.**

All comments are welcome as it is largely upon these that actions can be undertaken to produce even better cross-cultural experiences through sport. Where applicable/possible, consider ESPECIALLY the coach's FIRST FOUR MONTHS at work.

36. Compared to other foreigners in this country whom you have known, how well has this foreign coach adjusted to living here? (Circle one).

Among best  Better than average

Average  Less than average

Among least

37. Based on your experience, what are the FIVE most important personal attitudes or skills necessary for a foreign coach to be successful in Canada? (Rank in order of importance).

1st. ______

2nd. ______

3rd. ______

4th. ______

5th. ______

38. What are the FIVE most important things a foreign coach (and family) should be told to prepare for living and working in Canada? (Any order).

39. Who should give the coach this information?

(Circle one or specify).

People in homeland  Canadian employer

Canadian sport association  Other (Specify) ______

40. What difficulties/problems existed that, in your opinion, arose BECAUSE the coach had a foreign background? (eg. Disruption of an event caused by the misunderstanding of a ruling). If possible, please give THREE examples.

Problem 1. ______

Problem 2. ______

Problem 3. ______

41. How would you recommend these difficulties/problems be prevented/solved? (eg. Coach to be given a course in colloquial Canadian English and be taken through the Canadian rules before arrival). Please MATCH your solutions to the problems you gave in answer to Question 40.

Solution 1. ______

Solution 2. ______

Solution 3. ______

42. Do you consider the growing movement of coaches and athletes between countries/cultures to be a trend beneficial to sport which therefore should be encouraged? (Circle one).

Yes  No

43. Why? Why not? ______

THANK-YOU FOR YOUR CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE. YOUR SACRIFICE OF THE TIME AND EFFORT IS GREATLY APPRECIATED. YOUR ANSWERS AND OPINIONS ARE MOST VALUED AND ARE CONFIDENTIAL.

Please feel free to add further comments.

ADDITIONAL COMMENTS

# APPENDIX VI

## Canadian Administrators' Questionnaire

THE UNIVERSITY OF ALBERTA

FACULTY OF PHYSICAL EDUCATION
AND RECREATION

Department of Recreation and Leisure Studies
EDMONTON, ALBERTA, CANADA T6G 2H9

Please reply to:
General Delivery,
2126 - 19 Avenue,
DIDSBURY, Alberta.
TOM OMO

Dear Canadian Administrator,

You have been identified as a person who has experience with a foreign origin and/or foreign-trained coach through your administrative capacity with a sport association, recreation board or club, or as an employer. As peoples of the world mix more and more, it is inevitable that cross-cultural situations will arise increasingly in sport, affecting people from elite athletes and master coaches to grass roots immigrant participants and community volunteer coaches.

Sport is viewed as a vehicle through which understanding and goodwill can be transmitted. The more we know about foreign coaches and their experiences, their backgrounds and their attitudes, the easier it will be for sports associations to maximize the benefits of cross-cultural situations for our athletes, for sport and for international relations.

A foreign coach will have contact, while in this country, with a variety of Canadians --- colleagues, officials, administrators and the general public. As a member of this 'group of contacts', your input into this study is very valuable. Like yourself, I am concerned that cross-cultural experiences are as pleasurable, effective and successful as possible, so I have asked a number of questions. Completing this questionnaire should take approximately 25 minutes.

There are no "right" or "wrong" answers, so please respond frankly. Your thoughtful replies are extremely important and I thank you for the time and effort so kindly given. Your replies will be kept completely confidential and will be reduced to statistical data before publication. I appreciate your assistance in my attempt to identify, from as wide a base as possible, the qualities, expertise and benefits coaches from other countries are bringing to Canadian athletes and sport in general. Also identified will be any concerns the foreign coaches may have which, in the future, can be addressed and eased by Canadians, thus raising the levels of effectiveness, pleasure and international goodwill that derive from cross-cultural coaching situations.

A stamped, addressed envelope is enclosed for your convenience in returning the questionnaire direct to myself.

Sincerely,

Jean Craven.

PLEASE RETURN WITHIN ONE WEEK --- IF AT ALL POSSIBLE ---
AND NO LATER THAN ______________________.

THANK - YOU.

### FORM C2

### QUESTIONNAIRE FOR CANADIAN ADMINISTRATORS

Questions on the following pages cover a variety of topics. Of course, all responses are confidential. I urge you to be as candid as possible, since the usefulness of the study for international sport depends on the accuracy of your answers.

NAME OF FOREIGN COACH: ______________________

RELATIONSHIP TO
FOREIGN COACH : ______________________
(Recreation Board member, Sport Association official, employer, etc.)

**PART I. GENERAL BACKGROUND INFORMATION.**
Self-report. All responses will be kept completely confidential.

1. Name: ______________________ Last First Middle
2. Address: ______________________ Street Town Province Code
3. Telephone: ( ) __________ Home ( ) __________ Business
4. Age (Circle one). Under 20 20-29 30-49 50-59 60 & over
5. Sex (Circle one). Male Female
6. Education (Circle highest). Elementary High School College/Trade School University
7. Physical Education or Recreation degree. (Circle one). Yes No
8. Source(s) of funding. (Circle all that apply and/or specify). Public funds Sponsor support Fund-raising Participant fees Donations Other __________
9. Was the coach paid? (Circle one). Yes No
10. Years experience as a sport administrator. (Circle one). None 0-2 3-5 6-10 Over 10 __________ (Specify)
11. Qualifications as an administrator. (Specify precisely). ______________________
12. Why was a FOREIGN coach employed? (Specify precisely). ______________________
13. How much experience have you had with foreign coach(es)? (Circle one; specify). Hours ____ Days ____ Weeks ____ Seasons ____ Years ____
14. Would you voluntarily repeat the experience? (Circle one). Yes No
15. Please rate your working relationship with CANADIAN coaches. (Circle one). Excellent Good Average Poor Very poor

**PART II. OPINIONS CONCERNING THE FOREIGN COACH'S PERFORMANCE, ATTITUDES AND GENERAL BEHAVIOUR IN A CROSS-CULTURAL SITUATION.**

Please respond as objectively as possible, based on your own observations of the foreign coach, ESPECIALLY those made in the FIRST FOUR MONTHS of contact. All comments are welcome as it is largely from your feelings, observations, comments and recommendations that actions can be taken to produce even better cross-cultural experiences in sport.

How do you rate the overall ability of this coach with regard to:

16. The teaching of skills? (Circle one). Excellent Good Fair Poor
17. The knowledge of the sport? (Circle one). Excellent Good Fair Poor
18. The treatment of athletes as people? (Circle one). Excellent Good Fair Poor
19. Relationships with other colleagues? (Circle one). Excellent Good Fair Poor

Imagine the foreign coach is speaking. Consider each of the following statements and then indicate, from your observations, which is the most true and least true for that person (by writing a, b or c as appropriate).

20. "I would like to be known as:
    a. Effective in teaching the skills of the game
    b. A winning coach
    c. A friendly coach."
    Most true ______
    Least true ______
21. "I think a coach should:
    a. Make himself/herself respected by the athletes
    b. Get the job done
    c. Make himself/herself easy to talk to."
    Most true ______
    Least true ______
22. "As a coach, I emphasise:
    a. Co-operation
    b. Having fun
    c. Winning."
    Most true ______
    Least true ______

23. "I am concerned about:
   a. The prevention of physical injuries
   b. Undue mental stress
   c. Social isolation of some athletes."

Most true __________

Least true __________

24. "As a long-term outcome of playing this sport, an athlete should:
   a. Learn how to get along with others in competitive situations
   b. Develop a desire to achieve under demanding situations
   c. Learn a sport skill that is usable for many years."

Most true __________

Least true __________

25. How important do you consider the transfer of skills from foreign coaches to Canadians? (Circle one).

Very important    More or less important

Not very important    Not at all important

DESCRIPTIVE STATEMENTS

Following are TEN statements which describe individuals to differing degrees. Read each statement carefully then rate the extent to which the statement describes the foreign coach you are considering. Try not to interpret whether you consider the statements are desirable or not, as what is desirable may vary with each situation. Respond as objectively as possible, based on your own observations of the coach's behaviour, ESPECIALLY those made in the FIRST FOUR MONTHS of contact.

26. This coach demonstrates a capacity to build and maintain relationships. He/She works well with others, is trusting, friendly and co-operative. People come to this coach for help with various problems. (Circle one).

Completely    A great deal

Quite a bit    To some extent

Hardly at all

27. This coach demonstrates the ability to respond flexibly to ideas, beliefs or points of view of others. When faced with different viewpoints, he/she may become curious and ask questions, and is generally open to different viewpoints rather than opinionated. (Circle one).

Completely    A great deal

Quite a bit    To some extent

Hardly at all

28. This coach responds to others in a way that demonstrates they are valued. He/She shows interest in others through general attentiveness and appropriate concern. He/She compliments and acknowledges others. (Circle one).

Completely    A great deal

Quite a bit    To some extent

Hardly at all

29. This coach demonstrates the ability to communicate with host country individuals through methods OTHER THAN the spoken word e.g. gestures, eye contact, etc. (Circle one).

Completely    A great deal

Quite a bit    To some extent

Hardly at all

30. This coach accepts the customs of the host country as different, yet valid for its people. This coach does not "put down" the host country in any way. (Circle one).

Completely    A great deal

Quite a bit    To some extent

Hardly at all

31. When confronted by obstacles, this coach remains in full control of himself/herself, is entirely calm and comfortable. (NB. 'obstacles' may include ambiguous situations, conflicts with others, anxieties or frustrations, etc.). (Circle one).

Completely    A great deal

Quite a bit    To some extent

Hardly at all

32. This coach demonstrates personal commitment to his/her job. This coach shows a continuing interest and involvement in the job. (Circle one).

Completely    A great deal

Quite a bit    To some extent

Hardly at all

33. This coach is particularly concerned with training local people. His/Her greatest satisfaction on the job comes from sharing what he/she knows with local people. (Circle one).

Completely    A great deal

Quite a bit    To some extent

Hardly at all

34. This coach consistently works at a task until its completion, in spite of obstacles or fatigue. He/She does not lose interest or give up. (Circle one).

Completely    A great deal

Quite a bit    To some extent

Hardly at all

35. This coach is self-directed and will take the initiative. He/She has a positive attitude toward problem-solving and is willing and able to learn from experience. (Circle one).

Completely  A great deal
Quite a bit  To some extent
Hardly at all

36.- 38. From the following ten characteristics, which may be considered common to foreign coaches, list the THREE that you feel best apply to the coach you are considering:

36. 1st. ____
37. 2nd. ____
38. 3rd. ____

(a) Ability to adapt/flexible
(b) Familiarity with local customs
(c) Teaching ability
(d) Technical competence
(e) Absence of racial prejudice
(f) Friendliness/cheerfulness
(g) Sound judgment/common sense
(h) Objectivity
(i) Articulate
(j) Team spirit

39. In your opinion, how effective is this coach in the performance of the daily tasks, duties and responsibilities of the job? (Circle one).

Highly effective  Better than average
Average
Less than average  Highly ineffective

40. How effective is the transfer of skills by this coach? (Circle one).

Highly effective  Better than average
Average
Less than average  Highly ineffective

41. Which of the following were REQUIRED of the coach prior to appointment? (Circle all that apply).

Playing experience  Officiating courses
Attendance at clinics/workshops
Certification  First aid
Other (Specify) ____

42. If not 'required', which of the above do you consider it DESIRABLE for a foreign coach to possess prior to appointment? (Please list, any order).

____
____
____
____

PART III. OPINIONS RELATED TO THE PREPARATION FOR, AND THE FOREIGN COACH'S ROLE IN, A CROSS-CULTURAL SITUATION.

All comments are welcome as it is largely upon these that actions can be undertaken to produce even better cross-cultural experiences through sport. Where applicable/possible, consider ESPECIALLY the coach's FIRST FOUR MONTHS at work.

43. Compared to other foreigners in this country whom you have known, how well has this foreign coach adjusted to living here? (Circle one).

Among best  Better than average
Average  Less than average
Among least

44. Based on your experience what are the FIVE most important personal attitudes or skills necessary for a foreign coach to be successful in Canada? (Rank in order of importance).

1st. ____
2nd. ____
3rd. ____
4th. ____
5th. ____

45. What are the FIVE most important things a foreign coach (and family) should be told to prepare for living and working in Canada? (Any order).

____
____
____
____
____

46. Who should give the coach this information? (Circle one or specify).

People in homeland  Canadian employer
Relevant Canadian Sport Association
Other ____ (Specify)

47. In your opinion, what difficulties/problems arose BECAUSE the coach had a foreign background? (e.g. Failure to undertake a certain task because of lack of understanding of the job description). If possible, give THREE examples.

Problem 1. ____
____
____
Problem 2. ____
____
____
Problem 3. ____
____
____

48. How would you recommend these difficulties/problems be prevented/solved? (e.g. Coach to be given a course in colloquial and sport-specific/work-related English before starting work). Please MATCH your solutions to the problems you gave in answer to Q. 47.

Solution 1.

Solution 2.

Solution 3.

49. What do you expect from a foreign coach, in the role of technical expert or as an individual?

50. Do you consider the growing movement of coaches and athletes between countries/cultures to be a trend beneficial to sport which therefore should be encouraged? (Circle one). Why? Why not?

Yes No

THANK-YOU FOR YOUR CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE. YOUR SACRIFICE OF TIME AND EFFORT IS GREATLY APPRECIATED. YOUR ANSWERS AND OPINIONS ARE MOST VALUED AND ARE CONFIDENTIAL.

Please feel free to add any further comments.

# APPENDIX VII

## Canadian General Public's Questionnaire

THE UNIVERSITY OF ALBERTA

FACULTY OF PHYSICAL EDUCATION
AND RECREATION

Department of Recreation and Leisure Studies
[illegible] ALBERTA, CANADA [illegible]

Please reply to:
General Delivery,
2126 - 19 Avenue,
DIDSBURY, Alberta.
T0M 0W0

Dear Canadian Friend,

You have been identified as a person who has experience with a foreign coach through casual or social contact, for example, in their home, in your home, as a neighbour, in your store, through your delivering a service, or during social/leisure activities. As peoples of the world mix more and more, it is inevitable that cross-cultural situations will arise increasingly in sport, affecting people from elite athletes and master coaches to grass roots immigrant participants and community volunteer coaches.

Sport is viewed as a vehicle through which understanding and goodwill can be transmitted. The more we know about foreign coaches and their experiences, their backgrounds and their attitudes, the easier it will be for sports associations to maximise the benefits of cross-cultural situations for our athletes, for sport and for international relations.

A foreign coach will have contact, while in this country, with a variety of Canadians —— colleagues, officials, administrators and the general public. As a member of this 'group of contacts', your input into this study is very valuable. Like yourself, I am concerned that cross-cultural experiences are as pleasurable, effective and successful as possible, so I have asked a number of questions. Completing this questionnaire should take approximately 25 minutes.

There are no "right" or "wrong" answers, so please respond frankly. Your thoughtful replies are extremely important and I thank you for the time and effort so kindly given. Your replies will be kept completely confidential and will be reduced to statistical data before publication. I appreciate your assistance in my attempt to identify, from as wide a base as possible, the qualities, expertise and benefits coaches from other countries are bringing to Canadian athletes and sport in general. Also identified will be any concerns the foreign coaches may have which, in the future, can be addressed and eased by Canadians, thus raising the levels of effectiveness, pleasure and international goodwill that derive from cross-cultural coaching situations.

A stamped, addressed envelope is enclosed for your convenience in returning the questionnaire direct to myself.

Sincerely,

Jean Craven

Jean Craven.

---

PLEASE RETURN WITHIN ONE WEEK --- IF AT ALL POSSIBLE ---
AND NO LATER THAN ______________________.

THANK - YOU.

### FORM C3

### QUESTIONNAIRE FOR THE GENERAL PUBLIC

Questions on the following pages cover a variety of topics. Of course, all responses are confidential. I urge you to be as candid as possible since the usefulness of the study to international sport (and international relations generally) depends on the accuracy of your answers.

NAME OF FOREIGN COACH: ______________________

RELATIONSHIP TO
FOREIGN COACH : ______________________
(Neighbour, Storekeeper, Tradesman, Friend)

**PART I. GENERAL BACKGROUND INFORMATION.**

Self-report. All responses will be kept completely confidential.

1. Name: ______________________ Last First Middle

2. Address: ______________________ Street Town Province Code

3. Telephone: ( ) __________ Home ( ) __________ Business

4. Age (Circle one). Under 20 20-29 30-49 50-59 60&over

5. Sex (Circle one). Male Female

6. Education (Circle highest). Elementary High School College/Trade School University

7. Physical Education or Recreation degree (Circle one). Yes No

8. How long have you known this foreign coach? (Circle one, specify number). Weeks _____ Months _____ Years _____

9. Do you know/are you friends with other people of foreign background? (Circle one). Yes No

10. Please rate your usual relationship with foreigners in general. (Circle one). Usually get on well with them Good Fair Usually find it hard to get on with them

**PART II. OPINIONS CONCERNING THE FOREIGN COACH'S ATTITUDES AND GENERAL BEHAVIOUR IN A CROSS-CULTURAL SITUATION.**

Please respond as objectively as possible, based on your own observations of the foreign coach, ESPECIALLY those made in the FIRST FOUR MONTHS of contact. All comments are welcome as it is largely from your feelings, observations, comments and recommendations that actions can be taken to produce even better cross-cultural experiences in sport.

**DESCRIPTIVE STATEMENTS**

Following are SIXTEEN statements which describe individuals to differing degrees. Read each statement carefully and then rate the extent to which the statement describes the foreign coach you are considering. Try not to interpret whether you consider the statements are desirable or not, as what is desirable may vary with each situation. Respond as objectively as possible, based on your own observations of the coach's behaviour, ESPECIALLY those made in the FIRST FOUR MONTHS of contact.

11. When confronted by obstacles, this individual remains in full control of himself/herself, is entirely calm and comfortable. (Note: obstacles may include ambiguous situations, conflicts with others, irritating or anxiety-provoking situations, frustrations, etc.). (Circle one). Completely A great deal Quite a bit To some extent Hardly at all

12. This individual demonstrates a capacity to build and maintain relationships. He/She works well with others, is trusting, friendly and co-operative. People come to this person for help with various problems. (Circle one). Completely A great deal Quite a bit To some extent Hardly at all

13. This person demonstrates the ability to respond flexibly to the ideas, beliefs or points of view of others. When faced with different viewpoints, he/she may become curious and ask questions and is generally open to different viewpoints rather than opinionated. (Circle one). Completely A great deal Quite a bit To some extent Hardly at all

| | | |
|---|---|---|
| 14. | This person displays an open and positive attitude towards strangers, is friendly and treats women equally with men. (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all |
| 15. | This person is a good listener who accurately perceives the needs and feelings of others. (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all |
| 16. | This person responds to others in a way that demonstrates they are valued. He/She shows interest in others through general attentiveness and appropriate concern. He/She compliments and acknowledges others. (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all |
| 17. | This person demonstrates sensitivity to many host country issues and realities, whether cultural, social or political. (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all |
| 18. | This person is frank and outspoken rather than tactful in his/her dealings with others. (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all |
| 19. | This person demonstrates relaxed friendly communication with the members of his/her family. (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all  Does not apply |
| 20. | This person demonstrates the ability to speak and understand the common working language of this country. (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all |
| 21. | This person demonstrates the ability to communicate with host country individuals through methods other than the spoken word. (Note: Non-verbal communication includes skills such as use of host country gestures, appropriate eye contact, appropriate interpersonal space, etc.). (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all |
| 22. | This person interacts with host country people and has host country individuals as friends. (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all |
| 23. | This person is interested in this country and takes the initiative to get out and see it as much as possible. (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all |
| 24. | This person demonstrates knowledge of a factual nature regarding this country -- including knowledge of history, geography, politics, religion, current events, etc. (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all |
| 25. | This person accepts the customs of the host country as different, yet valid for its people. This individual does not "put down" the host country in any way. (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all |
| 26. | This individual engages in a variety of enjoyable activities here. (Circle one). | Completely  A great deal<br>Quite a bit  To some extent<br>Hardly at all |

27.- 29. The most successful foreign workers are said to have the following characteristics. Circle TEN which you feel best apply to the foreign coach you are considering -- and then, OF those ten, rank the THREE most dominant qualities.

27. 1st. ______________________

28. 2nd. ______________________

29. 3rd. ______________________

- A. Ability to adapt
- B. Familiarity with local customs
- C. Tact/understanding/diplomacy
- D. Objectivity
- E. Teaching ability
- F. Technical competence
- G. Sound judgment/common sense
- H. Team spirit (loyalty to company, etc.)
- I. Tenacity
- J. Absence of racial prejudice
- K. Enthusiasm
- L. Courage
- M. Selflessness
- N. Idealism
- O. Friendliness
- P. Articulate
- Q. Flexible
- R. Persuasive
- S. Maturity
- T. Realistic
- U. Sense of duty (dedicated)
- V. A cool head
- W. Cheerfulness
- X. Optimism
- Y. Sense of humour
- Z. Imagination

## PART III. OPINIONS RELATED TO THE PREPARATION FOR, AND THE FOREIGN COACH'S ROLE IN, A CROSS-CULTURAL SITUATION.

All comments are welcome as it is largely upon these that actions can be undertaken to produce even better cross-cultural experiences through sport. Where applicable/possible, consider ESPECIALLY the coach's FIRST FOUR MONTHS in Canada (or *your* first four months of contact).

30. Compared to other foreigners in this country whom you have known, how well has this foreign coach adjusted to living here? (Circle one).
Among best  Better than average
Average  Less than average
Among least

31. If the foreign coach has spouse and children here, how well has the FAMILY UNIT adapted to living in Canada, compared to other foreign families you have known? (Circle one).
Among best  Better than average
Average  Less than average
Among least  Does not apply

32. Based on your experience, what are the FIVE most important personal attitudes or skills necessary for a foreign coach/worker to be successful in Canada? (Rank in order of importance).
1st. ____
2nd. ____
3rd. ____
4th. ____
5th. ____

33. What are the FIVE most important things a foreign coach/worker (and family) should be told to prepare for living and working here? (Any order).

34. Who should give the coach this information? (Circle one).
People in homeland  Canadian employer
Canadian Sport Association  Other (Specify) ____

35. What do you expect from foreign coaches/people, in their roles as 'experts' and as individuals, while in Canada?

36. In your opinion, what difficulties/problems arose BECAUSE this person had a foreign background? (e.g. Confusion in your store because of a lack of knowledge of Canadian money). If possible, please give THREE examples.
Problem 1. ____
Problem 2. ____
Problem 3. ____

37. How would you recommend these difficulties/problems be prevented/solved? (e.g. Teach the person coinage of Canada and relative money values before arrival). Please MATCH your solutions to the problems you gave in answer to Q. 36.
Solution 1. ____
Solution 2. ____
Solution 3. ____

38. On the arrival of a foreign coach/worker here, what do you think CANADIANS should do to make the cross-cultural experience as effective, pleasurable, successful and beneficial for ALL involved, ESPECIALLY IN THE FIRST FEW WEEKS?
1. ____
2. ____
3. ____

39. Do you consider the growing movement of coaches and athletes between countries/cultures to be a trend beneficial to sport which therefore should be encouraged? (Circle one).
Yes  No

40. Are you pleased you met this person? (Circle one). Yes No
Why? Why not?

THANK-YOU FOR YOUR CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE. YOUR SACRIFICE OF TIME AND EFFORT IS GREATLY APPRECIATED. YOUR ANSWERS AND OPINIONS ARE MOST VALUED AND ARE CONFIDENTIAL.

Please feel free to add any further comments.

ADDITIONAL COMMENTS

# APPENDIX VIII

Characteristics identified as occurring in effective working coaches by foreign coaches at the University of Alberta, Edmonton.

| Category | Elements of Effectiveness |
|---|---|
| (i) Personal attributes | consistency, persistency, enthusiasm, love of the game, dedication, commitment, sincerity, honesty, flexible, open-minded, communicates well, sociability, self-confident, courageous, charismatic, positive in atitiudes, professional, ability to motivate, intelligent, ability to perceive individual inadequacies, exemplary behaviour outside the sport |
| (ii) Sport-related characteristics | knowledgeable about the sport, with inherent ability in the skills of the sport, a strategist (playing situations), skilled in selection (person /position), good record of winning, able teaching skills, able demonstration skills, physically fit (to aid demonstrations), possessor of high performance in sport, experienced in sport's ways |
| (iii) Interpersonal characteristics | possessor of leadership qualities, ability to command/earn respect, consistency, ability to motivate to higher performances, ability to perceive individual inadequacies, ability to correct individual inadequacies, ability to communicate well, ability to make the activity enjoyable, sociability, ability to develop a rapport with athletes |
| (iv) Work environment created | learning possible, enjoyment possible, achievement /growth possible, knowledge available, communication occurring, planned, organised, comfortable |
| (v) Coach's working style | leadership style(s), planned, organised, purposeful, pleasurable, enjoyable, knowledgeable/skilled and well taught, flexible, openminded, consistent, perceptive, fair, relevant strategies used, appropriate selections made, commitment/dedication - both apparent, communication methods employed, professional |

# APPENDIX IX

## Characteristics of "Ideal" and "Master" coaches

(i) The "ideal" coach[1] is an outgoing, dominating, stable individual; highly intelligent and conscientious; realistic, practical, confidently secure; a man (woman) willing to break with tradition, make his (her) own decisions, and very self-sufficient. The kind of man (woman), from the swimmer's point of view, that they could lean on in competitive crises; the kind of man (woman), from the coaches' point of view, who could organise and control the swimmer.

(ii) The Master Coach[2] is a man who is dedicated to his profession, working long days with little time for the social amenities of life. It is early to bed and early to rise. As a highly organised and self-disciplined person, he can handle the pressures of his very tight schedule. The Master Coach has a complex role structure playing a multiplicity of roles as coach, teacher, public relations man, counsellor, father and husband. His first commitment is to the sport which he coaches. His years of coaching experience have helped him develop a highly organized and a proven sport system. His past successes reaffirm his belief in the system.

The Master Coach is achievement-oriented; he knows what he wants and exerts great energy in achieving his goal. He has visions of a top-flight team, proud and successful. He has worked extensively with high-calibre athletes and hopes to continue working with that kind of dedicated, committed and motivated athlete. His well organized program which must be followed step by step, demands that kind of self-less, dedicated athlete.

As a task-motivated person he takes his job seriously and expects the same kind of commitment from his athlete. He believes that the task can only be accomplished by working hard.

He lives in a situation where there is an understanding of his need to sacrifice family and social life in order to fulfill his professional duties and obligations. But he organizes his time well and builds in time for his family. His community life is narrowed down to the swimming community. Swimming is his sole community involvement.

In his coaching role, he plays a great number of subroles such as planner, organizer, instructor, motivator, socializer, counsellor, humourist and goal setter. His training sessions, like his overall swimming program, are systematically organized and reflect his good management skills. He is authoritative and with his "command" style of leadership directs and controls training sessions and meetings. The

---

1. Hendry, L.B. "A Personality Study of Highly Successful and 'Ideal' Swimming Coaches." *The Research Quarterly*, 40, 2 (1969):299-304.
2. Gravalle, 1977.

whistle and sharp commands are the symbol of his authority and control. At meets he becomes the benevolent psychologist and knows how to prepare his athletes psychologically before and after the competition.

The Master Coach is a man who knows how to interact and communicate with his athletes. He "talks" to, he socializes with, he instructs, he challenges, he scolds, he praises, he commands, he "rides", he demonstrates, he confronts, and he ignores the athlete. He utilizes those interaction techniques discriminately during the daily sessions and throughout the season.

## APPENDIX X

Myer's 1961 findings for teacher and family effectiveness from narrative descriptive comments. Reproduced with permission.

| TEACHER | |
|---|---|
| Highly successful | Less successful |
| Analytical | Poor judgment |
| Dependable | Biased |
| Resourceful | Naive |
| Integrated socially | No follow-up of work |
| Interested | Thinks constantly in terms of state side experience |
| Work of highest calibre | |
| Friendly-yet reserved | Is not loyal to supervisor |
| Highly respected | Not forceful or decisive |
| Tireless worker | Flighty |
| Ability to plan | Does not plan |
| Ability to organise | Individualistic, not a team member |
| Great drive | Resents supervision |
| Great enthusiasm | Opinionated |
| Alert | Indifferent to program |
| Dedicated | Impatient |
| Excellent in all respects | Ambitious to unethical extremes |
| Industrious | Self promoter at expense of supervisor and team mates |
| Takes initiative | |
| Hard working | Lacks patience and self control |
| Shows good judgment | Indifferent personality |
| Makes decisions | Lack interest |
| Shows leadership ability | Non productive |
| Emotionally stable | Argumentative rather than cooperative |
| Persuasive | Petty attitude about personal comfort |
| Superior leadership | Pessimistic |
| Extrovert | Poor manager and organizer |
| Well mannered | Boring conversationalist |
| Quiet disposition | Status conscious |
| Easy to approach | Domineering |
| Cooperative | Authoritarian |
| Enjoys work | Will not work with local citizens |
| Good sense of humor | Will not work with ideas of others |
| Intense enthusiasm | Too imbued with own ideas to write required reports |
| Extroverted personality | |
| Pleasing | Jumps to conclusions |
| Highly acceptable socially | Has dry humor irritating to others |
| Sociable | Impatient |
| Easy to meet | Untactful |
| Makes friends easily | Overanxious as to welfare of local people to extent of obsession and weakness |
| Positive | |
| Decisive | |
| Determined | Poor relations with supervisor |
| Perceptive | Unwilling to resolve differences of opinion |
| Quiet mannered | |

## APPENDIX X continued

### TEACHER

**Highly successful**

- Generally useful
- Outstanding record of community cooperation
- Very versatile
- Skilled in personnel relations
- Understanding of others
- Good attitude toward program
- Unselfish
- Proper personal conduct
- A fine man
- Works hard and thoroughly
- Works well as a team
- Shows maturity beyond actual age
- Sincere
- Genuinely interested
- Sympathetic and understanding
- Supports staff
- Shares information

**Less successful**

- Covertly criticized supervisors in letters to Washington
- Independent worker
- Little interest in related fields
- Temperamental
- Egotistical
- Opinionated and insistent
- Biased
- Poor judgment
- Lack of perception
- Self determined
- Impatient
- Undependable
- Less adaptable
- Exploits any commercial opportunity
- Lacks leadership ability
- Too long at one post - effectiveness lost
- Uncooperative with U.S. personnel
- Curries favor and popularity in local associations
- Antagonistic
- Chip-on-shoulder
- Believes associates are undermining him
- Prestige conscious
- Relations with Americans unpleasant and intense
- All motivations are selfish
- Talks down to Nationals
- Superficial

### FAMILY

**Highly successful**

- No family at post due to lack of school facilities
- Spouse well adjusted
- Children well adjusted
- Spouse helpful in husband's work
- Wife's attitude good
- Wife well liked
- Wife charming

**Least successful**

- Spouse exhibits hypochondria
- Wife narrow in viewpoint
- Wife racially biased
- Spouse intolerant
- Spouse socially "popular" in cocktail groups--not well liked on an individual basis
- Wife self interested

## APPENDIX X continued

### FAMILY

**Highly successful**

- Wife excellent example of type desired in ICA
- Wife intelligent
- Wife friendly - well liked
- Spouse an asset to Mission
- Spouse entertains-makes favorable impression
- Family is an asset
- Spouse attractive and charming
- Spouse socially alert
- Wife helps in community
- Wife is emotionally stable
- Spouse physically fit
- Wife mixes socially and is friendly
- Has knowledge of local language
- Adopted local child-endeared to community
- Wife, after many misfortunes, now well adjusted
- Spouse adjusted and seems to enjoy life
- A fine family situation
- Family well liked
- Entire family well adjusted
- Spouse adjusts easily and graciously

**Least successful**

- Wife a social climber and husband career promoter
- Spouse criticizes fellow Americans
- Wife makes no effort to become acquainted with host country culture or language - ethnocentric
- Spouse has little or no interest in host nationals
- Spouse is not completely adjusted to environment
- Family not living at Mission - causes strain and anxiety in technician's behavior
- Spouse is constantly critical of other families at the post
- Spouse quarrels with servants
- Wife fears insects, reptiles, abhors sanitary facilities
- Wife suspicious
- Wife jealous of husband
- Wife is domineering
- Spouse helplessly dependent upon husband-demanding

## APPENDIX XI

### PERCEPTIONS OF THE COACH AS A COACH BY THOSE WITHIN THE COACHING SITUATION (Foreign Coaches n = 32; Canadian Colleagues n = 58)

| FOREIGN COACHES | | | | | | | CANADIAN COLLEAGUES | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| VARIABLE NUMBER | QUESTION NUMBER | | 'MOST' TIMES CHOSEN | % | 'LEAST' TIMES CHOSEN | % | 'MOST' TIMES CHOSEN | % | 'LEAST' TIMES CHOSEN | % | QUESTIO NUMBER |
| I 60 | 158 | a | 22 | 68.7 | 1 | 3.1 | 42 | 72.4 | 3 | 5.2 | 44 |
| | | b | 7 | 21.8 | 11 | 34.4 | 11 | 18.9 | 17 | 29.3 | |
| | | c | 1 | 3.1 | 18 | 56.3 | 2 | 3.4 | 35 | 60.3 | |
| I 61 | 159 | a | 0 | 0.0 | 16 | 50.0 | 16 | 27.6 | 33 | 56.9 | 45 |
| | | b | 27 | 84.4 | 4 | 12.5 | 31 | 53.4 | 6 | 10.3 | |
| | | c | 5 | 15.6 | 9 | 28.1 | 10 | 17.2 | 13 | 22.4 | |
| I 62 | 160 | a | 10 | 31.3 | 8 | 25.0 | | | | | - |
| | | b | 7 | 28.1 | 13 | 40.6 | | | | | |
| | | c | 10 | 31.3 | 6 | 18.7 | | | | | |
| I 63 | 161 | a | 26 | 87.3 | 0 | 0.0 | 35 | 60.3 | 4 | 6.9 | 46 |
| | | b | 4 | 12.5 | 10 | 31.2 | 15 | 25.8 | 18 | 31.0 | |
| | | c | 1 | 3.1 | 21 | 65.6 | 7 | 12.0 | 32 | 55.1 | |
| I 64 | 162 | a | 28 | 87.5 | 2 | 6.2 | | | | | - |
| | | b | 3 | 9.4 | 10 | 31.3 | | | | | |
| | | c | 1 | 3.1 | 9 | 28.1 | | | | | |
| I 65 | 163 | a | 26 | 81.3 | 2 | 6.2 | | | | | - |
| | | b | 3 | 9.4 | 15 | 46.8 | | | | | |
| | | c | 2 | 6.2 | 14 | 43.8 | | | | | |
| I 66 | 164 | a | 12 | 37.5 | 11 | 34.4 | 20 | 34.5 | 15 | 25.8 | 47 |
| | | b | 10 | 31.2 | 8 | 25.0 | 26 | 44.8 | 17 | 29.3 | |
| | | c | 10 | 31.2 | 12 | 37.5 | 11 | 18.9 | 24 | 41.3 | |
| I 67 | 165 | a | 26 | 87.3 | 0 | 0.0 | 34 | 58.6 | 2 | 3.4 | 48 |
| | | b | 0 | 0.0 | 18 | 56.3 | 5 | 8.6 | 38 | 65.5 | |
| | | c | 6 | 18.7 | 11 | 34.4 | 16 | 27.6 | 10 | 17.2 | |
| I 68 | 166 | a | 3 | 9.4 | 16 | 50.0 | 11 | 18.9 | 16 | 27.6 | 49 |
| | | b | 26 | 87.3 | 1 | 3.1 | 42 | 72.4 | 3 | 5.2 | |
| | | c | 2 | 6.2 | 14 | 43.8 | 2 | 3.4 | 32 | 55.1 | |
| I 69 | 167 | a | 16 | 50.0 | 4 | 12.5 | 28 | 48.3 | 7 | 12.0 | 50 |
| | | b | 8 | 25.0 | 15 | 46.8 | 11 | 18.9 | 24 | 41.3 | |
| | | c | 7 | 21.8 | 10 | 31.2 | 17 | 29.3 | 21 | 36.2 | |
| I 70 | 168 | a | 11 | 34.4 | 10 | 31.2 | 16 | 27.6 | 14 | 24.1 | 51 |
| | | b | 14 | 43.8 | 5 | 15.6 | 29 | 50.0 | 5 | 8.6 | |
| | | c | 6 | 18.7 | 15 | 46.8 | 6 | 10.3 | 31 | 53.4 | |
| I 71 | 169 | a | 21 | 65.6 | 6 | 18.7 | 36 | 62.0 | 10 | 17.2 | 52 |
| | | b | 5 | 15.6 | 6 | 18.7 | 15 | 25.8 | 6 | 10.3 | |
| | | c | 4 | 12.5 | 15 | 46.8 | 4 | 6.9 | 37 | 63.8 | |
| I 72 | 170 | a | 8 | 25.0 | 9 | 28.1 | 10 | 17.2 | 19 | 32.7 | 53 |
| | | b | 13 | 40.6 | 8 | 25.0 | 31 | 53.4 | 8 | 13.8 | |
| | | c | 9 | 28.1 | 13 | 40.6 | 14 | 24.1 | 24 | 41.3 | |
| There were 29 instances of choices not being given | | | | | | | There were 75 instances of choices not being given | | | | |

CIDA PERMISSION 6/1/87

Agence canadienne de développement international
Canadian International Development Agency

Jan 6/87

Dear Jean:

I just received your letter It was on my desk on my arrival back from a one month trip.

By all means you have my permission to draw on the Canadians in Development study as you see fit. I am glad you have found it useful. I am currently engaged in another massive research project aimed at developing selection + screening instruments for ~~people wanting to work~~ use in cross cultural selection situations.

I have asked Louise Laroge who is in charge of documentation

Canada

Agence canadienne de développement international
Canadian International Development Agency

in the CIDA Briefing Centre to send you documents of particular relevance.

I don't know if you are aware of the International Journal of Intercultural Relations. You should go through back issues of this journal as you will find several articles of interest.

Please keep in touch.

Your project sounds exciting. I fully agree with your concern and see the issue of the "cross cultural" coach ~~as~~ very related to my concern of recruiting + training effective Aid personnel.

Take care

Dan J. Kealey.

Canada

P.S. I am trying to put together a comprehensive BIBLIO on culture shock + adaptation + effectiveness cross culturally. I'll send you [illegible] when [illegible]

PERMISSION.

YOUTH SPORTS INSTITUTE

Promoting Youth Through Research and Service

Wednesday, February 26, 1986

Ms Jean Craven
Faculty of Physical Education and Recreation
Department of Recreation and Leisure Studies
The University of Alberta
Edmonton, Alberta
Canada T6G 2H9

Dear Ms. Craven,

I an sorry that your original letter to me was not answered. I remember receiving it and thought I had answered it. However, I cannot find the letter now, nor my carbon of a reply, so I presume that you are correct.

The three documents that you requested are enclosed. I hope this delay does not preclude them being included in your thesis proposal. * You have my permission to use any of the materials therein, provided that proper credit is given for its source. *

Sincerely,

Vern Seefeldt

Vern Seefeldt, Ph.D.
Professor and Director

Acknowledged 7/3/86

INSTITUTE FOR THE STUDY OF YOUTH SPORTS
Room 213, Women's Intramural Building, Michigan State University
East Lansing, Michigan 48824 Telephone: (517) 353-6689

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DEVELOPMENT CENTRE

Téléphone : 45 24 82 00
Télégrammes : DEVCENTRE
Télex : 620160 OCDE PARIS

PERMISSION 21/1/87
(Harari)

21 January 1987

Miss J Craven
General Delivery
Didsbury
Alberta, Tomowo
CANADA

Dear Miss Craven

Your letter addressed to S. G. Pierre Vinde, has been passed to this office for answering. I have read with interest the subject of your Thesis but have some doubts as to the relevance of the literature or information which has been collected in the framework of the OECD Development Centre to the problems of Athletes Moving Between Countries.

Nevertheless, I am happy that you found the work by my former colleague Mrs D Harari of interest to you:

1. You are certainly welcome to use the Questionnaire;
2. I am afraid it will be difficult for me to locate the document of April 1972 as Mrs Harari has retired from the Centre.

As regards the third point in your letter please find enclosed a leaflet on the EADI within which there is a Working Group on Cultural Processes and Development. You may write to the Convenor:

Chris van Nieuwenhuijze
Institute of Social Studies, P O Box 90733
2509 LS The Hague
Netherlands

Finally, if you would like to be in touch with Mrs Harari, her address is as follows:

Madame D Harari
22 Place Vendôme
75009 PARIS

I would very much appreciate it, if you could send us a copy of your Thesis when it is finished. With best wishes for the success of your Thesis.

Yours sincerely

Fossi

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Yours faithfully

(Miss) J Craven

PERMISSION

Cornelius Lee Grove, Ed.D.
*Intercultural Educator and Researcher*
442 47th Street
Brooklyn, N. Y. 11220-1216, U.S.A.

718-492-1896

Tuesday, 3 November 1987

Miss J. Craven
General Delivery
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Dear Miss Craven,

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